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ABSTRACT

One in a series of reading, writing, and mathematics subject booklets offered to acquaint teachers with the skills tested in each content area on the New Jersey High School Proficiency Test, this booklet on reading presents material that can be used in lesson planning and preparation of materials to ensure coverage of all skills throughout the year. Following a report of the reading committee convened in 1983 to help identify the skills to be tested, the next two sections outline the reading skills assessed on the test (literal comprehension and vocabulary, inferential comprehension, and study skills) and provide a description of the general conditions and the context in which each reading skill will be evaluated. The proceeding section contains a number of examples of high school proficiency test items from previous years, organized according to the specific skill areas that are discussed in the initial sections. A cross reference of skills and test items is included. The booklet concludes with a feedback form on which the New Jersey State Department of Education asks participating teachers to evaluate the booklet. (AEW)

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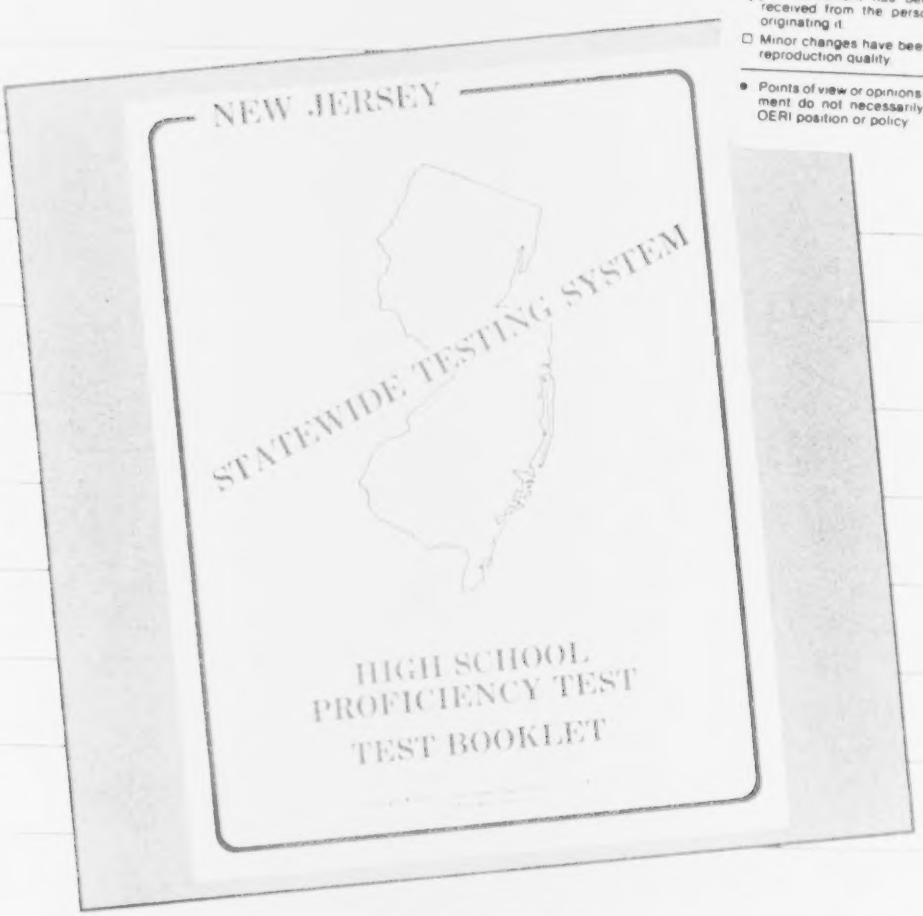

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HIGH SCHOOL PROFICIENCY TEST SKILL ARRAY

READING

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September, 1985

PTM 400.94

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COMMISSIONER'S FOREWORD

The New Jersey State Department of Education has made a commitment to raise educational standards through the administration of a more rigorous test of basic skills, the High School Proficiency Test (HSPT).

It is crucial, therefore, that instruction to students at all grade levels be designed to provide the greatest possible opportunities for success. The skills examined by the HSPT are sequentially developed and learned starting in the primary grades. At this time we are placing a particular emphasis on grades 7, 8 and 9 to ensure that students in those grades will be adequately prepared. Subsequently we will focus on instruction in the elementary grades and secondary grades, 10 through 12. Principals and teachers in our secondary schools are responsible for the continued development of these basic skills, as well as remedial education, when necessary.

This booklet is designed for teachers, to make them more aware of the skills assessed on the HSPT so that they may better meet the needs of their students.

Saul Cooperman
Commissioner

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PURPOSE OF THE BOOKLET

This booklet on reading is one in a series of reading, writing and mathematics subject booklets produced to acquaint teachers with the skills tested in each content area on the High School Proficiency Test (HSPT). The booklet is a reference guide for teachers, particularly those who teach students in grades 7, 8 and/or 9.

WHAT IS INCLUDED

- The report of the reading committee which helped develop the test;
- The listing of the reading skills tested on the HSPT;
- The description of the conditions and context in which each skill is assessed; and
- The test items from the 1983-84 and the 1984-85 HSPT.

HOW THE BOOKLET CAN BE OF HELP

- The skills listed can be used in lesson planning and preparation of materials to ensure coverage of all skills throughout the year. Each skill should be practiced often and in conjunction with other skills on meaningful reading passages.
- Test items can be used to model the context in which the skills will be assessed and serve as pre- and post-evaluation instruments.
- The skills listed can be traced through the school's textbook series to determine if all the skills are taught, the extent of coverage each skill receives and the continuity from one grade to another. (Individual publishers may provide correlations of the test objectives and text materials to the skills assessed on New Jersey High School Proficiency Test.)

REPORT OF THE READING COMMITTEE

A test content committee for reading, composed of members representing elementary, secondary and higher education; boards of education; business people and parents, was convened in 1983 to help the department identify the skills to be tested on the High School Proficiency Test (HSPT). The skills reflect the commissioner's charge to the committee that the HSPT be more rigorous than the Minimum Basic Skills (MBS) test and that it help to establish higher educational standards in the state. The skills and competencies tested are those a student needs in grade nine in order to ultimately become a productive citizen in our society.

The reading committee, at its numerous meetings throughout the winter and spring of 1983, discussed and debated the unique problems inherent in administering a high school graduation test at the ninth grade level. Among its deliberations was the selection of evaluation criteria to determine which skills should be measured by the new test. Each skill area was considered for inclusion, using the following criteria:

- Is the skill perceived to be important for all students to master?
- Is the skill likely to be taught and mastered by the end of grade nine?
- Is the skill important, but more likely to be taught and/or mastered after grade nine?
- Is the skill more appropriate for testing at primary and intermediate grade levels?
- Is the skill a recurring one to be tested using more sophisticated and complex problems and/or materials?

The reading committee stressed that reading skills, including vocabulary, should be tested in context whenever possible and that the reading selections chosen should include expository and narrative materials, with an emphasis on the expository. Selections should be representative of text, magazine and newspaper materials and should be suitable to the population being tested. Materials should be three to four paragraphs in length and range from 200 to 300 words. The reading passages should vary from grades 8-10 in difficulty with a passage testing multiple reading skills. The panel also recommended that care be taken in presenting the reading materials on the page in terms of selection of type, size, spacing and placement to facilitate ease of reading, with the test question's purpose preceding the selection whenever possible. The committee recommended that the skills dealing with reference sources and locating information be tested through application, using visual representations of the requisite materials. Additionally, a recommendation was made that when an item referred to a specific word(s) in a passage, that the word(s) be highlighted (e.g., italics, underlining, etc.). The reading committee also endorsed the inclusion of critical comprehension skills and the exclusion of assessing word recognition skills in isolation on the new test. Assessment of word recognition skills would only be done when the word was presented in a context.

The reading committee reconvened to assess the skills tested on the 1983-1984 HSPT. It decided to have the cluster of Critical Comprehension combined with the cluster of Inferential Comprehension. The skill of synthesizing information was included in the cluster. In addition, two skills were included in the Literal Comprehension cluster, identifying comparisons and identifying contrasts. Added to the Study Skills cluster were the skills of completing an outline and using the Reader's Guide to Periodical Literature. Summarizing information from multiple sources was omitted from the 1984-85 HSPT.

A summary of the reading skills tested on the HSPT is listed on pages 5-6, and is followed on page 7 by the general conditions used to construct the test items. A chart which cross-references the HSPT skills and test items for the 1983-1984 and the 1984-1985 HSPT is on page 85.

READING SKILLS ASSESSED ON THE HIGH SCHOOL PROFICIENCY TEST

I. LITERAL COMPREHENSION/VOCABULARY

a. Identify word meaning from multiple meanings

b. Identify synonyms

c. Differentiate between relevant and irrelevant information

d. Identify main idea of a passage

e. Identify details that support a main idea

f. Identify comparisons (similarities)*

g. Identify contrasts (differences)*

h. Identify cause and effect relationship

i. Identify events in sequence

j. Identify meaning of unfamiliar words from context

k. Identify appropriate word meaning by affixes

II. INFERENTIAL COMPREHENSION/VOCABULARY

a. Infer the main idea

b. Predict the outcome

c. Draw a conclusion

d. Infer a character's motives

e. Infer a writer's purpose/viewpoint

f. Distinguish between fact and opinion

g. Interpret figurative language (idioms, similes, metaphors)

h. Infer sequence, time order

i. Infer cause and effect relationship

j. Infer comparisons (similarities)

k. Infer contrasts (differences)

l. Synthesize information*

m. Make judgments

III. STUDY SKILLS

a. Complete outline by selecting topic/detail*

b. Use catalog cards to locate information

c. Use Reader's Guide to Periodical Literature*

d. Identify appropriate encyclopedia heading to find more information

e. Select words from specific dictionary page

f. Locate information in an index

g. Interpret data presented in visual form

h. Locate information from table of contents

* Skill added after the 1983-84 HSPT.

GENERAL CONDITIONS USED TO CONSTRUCT TEST ITEMS

1. Reading skills, including vocabulary, will be tested in context whenever possible.

2. Reading selections will include expository and narrative materials with an emphasis on the expository.

3. The selections will be representative of text, magazine, and newspaper materials and will be suitable to the population being tested.

4. Selections will be no more than 3 to 4 paragraphs and contain between 200 and 300 words.

5. The materials will span grades 8-10 in difficulty.

6. A given passage will be used to test multiple skills.

7. The presentation of the materials on the page will reflect care in selection of type, size, spacing, and placement to facilitate ease of reading.

8. The test questions/purpose will precede the selections to be read where possible.

9. Reference sources and locating information will be tested through application using visual representations of the requisite materials.

10. When an item refers to a specific word(s) in a passage, the word(s) will be identified in some way (e.g., italics, underlining, etc.).

HIGH SCHOOL PROFICIENCY TEST ITEMS -- 1983-84

READING

Each passage in the HSPT was followed by three to six items assessing different specifications. When the items are grouped by specification in this booklet, they relate to three to four different passages. Because of the length of the passages, it was not feasible to print the entire passage each time an item based upon it occurred in a specification. The passages were printed once, preceding all of the reading specifications and items. A list below each passage helps locate the appropriate items for each passage by showing the skills examined, the items assessed and the location of each item as it appears in this booklet.

PASSAGE A

Kim was on her way to interview Patty Summers for the school paper because, to the surprise of many, Patty had just been selected the school's "Best Citizen." "I wonder," Kim thought, "why the Citizenship Committee picked Patty." Patty Summers wasn't the best student in the school; but she earned high grades, and everyone knew that she was intelligent. Nor was Patty the best athlete in the school; but she made the track team, never missed practice, and regularly earned points for the school in the high jump competitions.

Patty never ran for class office, but she was popular. She knew Kim's name and always spoke to her—even during those difficult days when Kim was new to the school and almost no one recognized her. "Patty doesn't seem to be terribly creative," Kim thought, "but for some reason, when she has an idea, people listen." When Patty had suggested a campaign to donate food for families of unemployed workers as the yearly class project, the class agreed that would be much better than the traditional project of buying a new tree for the school. When Patty insisted that the class ought to be able to find a tree also, the owner of a local nursery agreed and donated one.

As she continued on her way to the interview, Kim recalled how she started to write for the school paper shortly after she enrolled in the school. Patty went out of her way to tell Kim that the paper needed a good reporter. Patty made her feel important enough to do something worthwhile for the school, even though she was a newcomer. "Maybe," Kim concluded, "the committee considered lots of different things when they made their choice."

SKILLS	ITEM NO.	PAGE NO.
Identify cause and effect relationship	1	36
Infer a character's motives	2	34
Make judgments from information presented	3	38

PASSAGE B

From the time of colonial traders until 1945, the 370-mile New Jersey coastline was dotted with commercial vessels under sail. Hundreds of these fine sailing ships – from small fishing boats to great multi-masted schooners 150 feet long – were built along New Jersey waterways. They were made out of pine, cedar, and oak, all harvested from New Jersey forests. In addition to shipbuilding yards, there were lofts in which sail-makers designed and crafted the cloth engines that powered much of the Jersey fleet.

It was the state's oyster industry that guaranteed the continuation of this last sailing fleet up until 1945. New Jersey supported this industry with a state-owned spawning ground. Oystermen came here between May 1 and June 30 to dredge up deckloads of young oysters that they carried home to plant in their own waters. In September, after the oysters had fattened through the summer, they were ready to be harvested.

The annual harvesting – mostly done in Delaware Bay – was not as picturesque as the yearly dredging of the seed oysters from the state's spawning grounds between Fortescue and Stowe Creek. For in their "private" harvesting waters, the oyster ships were not required to go under the power of sails and usually used motors.

In contrast, until 1945, the state required that the dredging of the seed oysters be done only under sail; ships with propellers were not even allowed in the spawning beds. Vessels came by the hundreds each May through June, white sails puffed full of wind, up to the spawning beds and back down the bay – as fast as their bulging sails would carry them.

SKILLS	ITEM NO.	PAGE NO.
Infer sequence, time order	4	36
Identify events in sequence	5	31
Identify main idea of a passage	6	29
Infer comparisons (similarities)	7	37

PASSAGE C

The Japanese adopted the U.S. game of baseball at the turn of the century and have had a passion for it ever since. There are some interesting differences in being a professional baseball player in Japan as compared to in the United States. This makes it difficult for some American players to be successful in the Japanese league.

Several differences between baseball in the two countries are closely related. Japanese teams are required to practice long days for over ten months of the year—sometimes going for months without a day off. In the United States, training starts the first of March, and the season is over by early October. Some Americans who play on Japanese teams have balked at this and other rigid Japanese requirements. Those speaking out have learned the hard way that, in Japan, the team manager's word is absolute. Unlike American managers, who are advisors or consultants, the Japanese manager has complete authority. When he says, "Practice more and change your batting style," that's what a player must do.

Another aspect of playing in Japan that is frustrating for Americans is what has been called "the cultural difference." Many Japanese players, sports writers, and fans alike resent Americans who play there, sometimes earning more than twice the salary the best Japanese player gets. This feeling has been reinforced by the fact that not many foreign players have performed exceptionally well in Japan. Even those who have done well have encountered deliberate resistance that keeps them from getting awards such as "Most Valuable Player."

The Japanese seem determined to keep their baseball Japanese. Thus they have limited each team to two foreign players and have proposed banning the hiring of foreign players within five years.

SKILLS	ITEM NO.	PAGE NO.
Identify word meaning from multiple meanings	8	28
Identify meaning of unfamiliar words from their context	9	31
Infer contrasts (differences)	10	37
Identify main idea of a passage	11	29

PASSAGE D

Although it never got off the ground, or even past the early construction stages, the "Jersey Superplane" was surely the grandest of Alfred W. Lawson's many ideas. Lawson, who was a magnificent dreamer, became interested in aviation about the time that the Wright brothers flew their first plane, and soon he was designing, building, and testing his own airplanes.

Lawson saw the need for commercial air travel inexpensive enough to compete with the railroads. That meant larger aircraft capable of carrying enough passengers to reduce the expense of a single flight. So, in 1918, Lawson built a 26-passenger plane with a closed cabin and flew it round-trip from the east coast to Milwaukee. His next venture, the "Midnight Landing," had room for 36 passengers, but it crashed on takeoff. Undaunted, Lawson began in the early 1920's to design his super airliner.

The Superplane was to be a 150-foot biplane with a 200-foot wingspan, 12 motors, and room for 100 passengers in a cabin with two floors. Since the aircraft would fly nonstop from New York to San Francisco, it would need to be refueled in the air. The design included trap doors so mechanics could crawl out on the wings and adjust the motors in flight. Lawson even considered the midair transfer of passengers and mail from the Superplane to smaller planes through long chutes.

Construction of the Superplane was begun in Garwood, New Jersey, in a building big enough to hold only the cabin. So, in 1928, construction was moved to Trenton. But Lawson's financial backers withdrew their support, and the plane was never finished. However, the Pennsylvania Railroad bought the two-storied cabin idea for its train and, within a few years, the Germans designed a huge airship into which they crammed 169 passengers.

SKILLS	ITEM NO.	PAGE NO.
Identify cause and effect relationship	12	30
Predict the outcome	13	33
Infer comparisons (similarities)	14	37
Infer a main idea	15	32

PASSAGE E

Although kites are popular worldwide, they are most closely associated with China. One legend says that over 2,000 years ago, a Chinese general built a strong, yet lightweight structure that would enable the wind to lift a man high into the air so he could spy on the movement of enemy troops. It is believed that the first recreational kite was designed out of paper to entertain Chinese royalty about 1,000 years ago.

Chinese tradition used to limit kite flying to a three-month period beginning in the spring with the Pure Brightness Festival, when people greeted the warm weather by sweeping their ancestors' graves and then going on spring outings to fly kites. Today, however, kites can be seen in the sky over China all year long. One Chinese city flies hundreds of kites over its city square at all times to symbolize eternal spring. A popular Chinese tradition is to get rid of bad luck by cutting one's kite loose and letting it fly away. If such a kite lands on someone's house, however, it must be destroyed by the people who live there in order to turn the bad luck it represents into good fortune.

Chinese kite-making is an art. Colorfully designed kites as small as a hand or as large as two people often decorate walls. They are made from colored paper or silk that has been carefully cut, pasted on frames, and painted by hand. But most of China's kites are aloft. Young and old alike take special delight in flying a kite of their favorite design. They take many forms, sometimes depicting warriors, mythical figures, butterflies, hawks, swallows, monkeys, or giant centipedes or dragons trailing their elaborate tails hundreds of feet up toward the clouds.

SKILLS	ITEM NO.	PAGE NO.
Infer contrasts (differences)	16	37
Infer sequence, time order	17	36
Identify appropriate encyclopedia heading to locate more information about a topic	18	40

PASSAGE F

For over ten years, scientific studies have been revealing that trees are "smarter" than most people think. In Finland, scientists have learned that when insects attack a branch of a catalpa, it stops producing fruit on that branch in order to save its energy for its other branches. Other Finnish scientists have learned how trees change chemically when they become aware that insects that will eat them are near. In effect, they alter themselves so they taste bad. Now some American scientists are asking, "Do trees communicate with each other?" The possibility may sound far-fetched, but recent scientific studies indicate that while trees don't actually speak, they do appear to communicate.

Studies have shown that not only is there a chemical change in a tree under attack by insects, but also that trees hundreds of feet away make the same change. They do this even though the insects have not yet attacked them. How do these trees know that one of their neighbors is being eaten by insects? What kind of a warning signal is given off by the tree being attacked? Does it send out some kind of message through its root system, or does it communicate through the air?

American scientists suspect that the message from the wounded tree is transmitted through the air somehow and that the message is related in some way to chemical change within the tree. This change may create a kind of gas that is carried by the air to neighboring trees, which detect it in some way. These are just a few examples that illustrate some of the amazing things trees can do. One biologist says trees are "like very slow animals – the only thing they can't do is run away" from trouble.

SKILLS	ITEM NO.	PAGE NO.
Identify meaning of unfamiliar words from their context	19	31
Infer cause and effect relationship	20	36
Make judgments from information presented	21	38
Identify cause and effect relationship	22	30
Identify main idea of a passage	23	29
Infer sequence, time order	24	36

PASSAGE G

My grandmother once said that, as a child, she seldom saw her mother, Minnie, without a needle in her hand. Minnie would have continued to fashion all of her family's clothes by hand had it not been for the invention of the sewing machine and her husband Fred's decision to buy her one in 1860.

All the neighborhood women except Mrs. Flinch, who had all her clothes made by someone else, came over to see what was being advertised as "the wonder that would free women forever." To Fred, the machine became that "noisy contraption" in the parlor. It was clacking constantly. Minnie was so impressed by how the machine sped up production that she sewed more than ever. Soon she was making garments for numerous ladies like Mrs. Flinch. This resulted in a sizable increase in the family's income – a reality that disturbed Fred. He thought that sewing was a respectable thing for a woman to do at home if she didn't earn too much money. He would scowl at the machine, announcing that machines belonged in factories. He had some vague hope that Minnie would go back to hand stitching.

Instead, Minnie used her earnings to buy a newer machine – one that hid all its mechanical parts and pretended to be a piece of furniture when it was closed up. Perhaps Minnie thought the disguise would put Fred at ease.

However, the success of her blossoming enterprise engrossed her. The lovely walnut doors of the sewing machine were rarely closed as Minnie's home industry continued to grow. According to Grandmother, things were never the same from the day that first sewing machine arrived.

SKILLS	ITEM NO.	PAGE NO.
Identify meaning of unfamiliar words from their context	28	31
Infer sequence, time order	29	36
Identify events in sequence	30	31
Draw a conclusion	31	33
Infer a main idea	32	32

PASSAGE H

If it hadn't been for the severity of its winters, Astoria, New York, rather than Hollywood might have become the capital of the motion picture industry. For twelve years, the Long Island town, noted for its large population of citizens of Greek descent and its authentic Greek food, reigned as the home of Paramount Studios. A huge cement building built in 1920 was used to film 112 silent movies and, after sound was developed, 144 "talkies." Nearly every great actor and actress of that era starred in a movie made in Astoria. This illustrious group included Rudolph Valentino, W.C. Fields, Gloria Swanson, Lillian Gish, and the Marx Brothers.

By 1932, however, Paramount was in debt, and the company moved west to Hollywood, California, joining other motion picture companies that had begun to develop there. Hollywood had no bitter winters to interrupt production schedules and make pictures more expensive. Until World War II, the Astoria facility was rented for short terms to individual film producers. At that time, the U.S. Army bought it and used it to make an average of one informational film a day. In 1971, the Army also deserted the Astoria film plant. It sat idle and unguarded for years, while vandals slowly destroyed it. Then, a group of citizens who recognized the plant's historic and practical value began a long drive to restore it. Major films, such as *Hair*, *The Wiz*, and *All That Jazz* have already been made there, and the modernization of the studio's facilities promises to keep it humming as a major production site. In 1986, a museum of motion picture history is scheduled to open to the public at the complex.

SKILLS	ITEM NO.	PAGE NO.
Identify synonyms	33	28
Infer cause and effect relationship	34	36
Differentiate between relevant and irrelevant information	35	29
Infer a writer's purpose	36	34
Predict the outcome	37	33

PASSAGE I

The "Clang! Clang! Clang!" of the trolley can be heard again on streets in some American cities. It's heard not just in San Francisco, where the people have never retired their famous cable cars and are now spending 60 million dollars to repair them, and not just in New Orleans, where the St. Charles Avenue trolley has been running since 1835. Trolleys are again hauling thousands of passengers daily in Pittsburgh, Cleveland, Boston, San Diego, Seattle, and – of all places – Detroit, the city that brought an end to the age of the trolley by ushering in the automobile.

Some of the trolleys running today are the new light-rail systems with auxiliary rubber tires. But others, like the trolleys in Detroit, are antique, heavy-track cars with rich hardwood and shiny brass interiors. Detroit purchased them from foreign cities. These cities had bought them new from U.S. manufacturers at the turn of the century or from U.S. cities which were replacing their trolleys at the end of World War II with buses. A shortage of gasoline during the war had caused a brief revival of the trolley.

The miles of track covered by systems like Detroit's are short compared to the "good old days." In those days, trolleys carried people to the edge of town and even between towns. Trolleys were actually responsible for the development of suburbs and amusement parks at the end of trolley lines. There were trolley post offices, funeral trains, and libraries – all rolling on metal wheels.

Today, the reappearance of the trolley is often connected with an interest in preserving history and an attempt to restore old, historic neighborhoods. It's working! Everyone loves the old mode of transportation, and thousands of passengers are making restored trolley lines profitable ventures for the cities that have revived them.

SKILLS	ITEM NO.	PAGE NO.
Identify word meaning from multiple meanings	38	28
Draw a conclusion	39	33
Distinguish between fact and opinion	40	35
Make judgments from information presented	41	38
Interpret figurative language (idioms, similes, metaphors)	42	35
Infer a main idea	43	32

PASSAGE J

Nearly three years after the Double Eagle II became the first balloon to successfully cross the Atlantic Ocean, two of its crew members were part of a four-man crew that was the first to successfully challenge the Pacific Ocean. They ascended from Japan on November 10, 1981, in the Double Eagle V. The balloon contained two and one-half times the amount of helium that had lifted the crew of the smaller Double Eagle II in its huge yellow, enclosed gondola. The gondola, made of foam and fiber glass, weighed a total of seven tons, over half of that being ballast—sand, lead shot, and surplus water to be cut away as necessary to gain altitude.

The Double Eagle V's ballast had to be sacrificed at a faster rate than planned, for a heavy coat of ice kept forming on the top of the polyethylene balloon, which was only 4.5 millionths of an inch thick. The Double Eagle V would drop as low as 4,200 feet, threatening to crash; and it never rose over 22,000 feet. The crew had hoped to make most of the crossing at 26,000 feet in 150 mile-per-hour winds. However, at the lower range of altitudes, their speed was much slower. At the California coast, they encountered that state's worst storm in 20 years. In their first effort to land, they nearly crashed into a row of houses. Further inland, the balloon was cut away as planned, and, 84 hours and 31 minutes after ascension in Japan, the gondola made a jolting, but successful landing on a brush-covered California hillside.

Statistics on the Flight of the Double Eagle V

Balloon height: 13 stories	Speed range: 42.6 to 100 mph
Gondola size: 7 x 7 x 17 ft.	Average speed: 68.3 mph
Amount of helium: 400,000 cubic feet	Altitude range: 4,200 to 22,000 ft.
Initial ballast: 3.5+ tons	Distance covered: 5,768 miles

SKILLS	ITEM NO.	PAGE NO.
Infer a main idea	44	32
Draw a conclusion	45	33
Infer comparisons (similarities)	46	37

PASSAGE K

People seldom fall into cracks during earthquakes. They are hurt by falling buildings, floods pouring from broken dams, or huge tidal waves. These result from a natural force that can have more of a wallop than an atom bomb or several erupting volcanoes. Thus, scientists are eager to learn how to predict the precise time that an earthquake will occur so that people can go to high, open areas away from the shoreline. Thus far, they have been able to predict the precise time of only two or three earthquakes. One of these came in 1975 in China, a country that a year later lost 600,000 people in an earthquake predicted by no one.

Scientists know that earthquakes will occur eventually along faults where two great plates of earth are rubbing very slowly past each other. Friction deters faster movement of the plates, and this resistance builds up in the form of stress in the earth around the fault, cracking the stone so that it absorbs more moisture and gases. When the weakened stone gives way, the stress bottled up in the stone along the fault is released suddenly, with the stone reacting much like a rubber band snapping back into shape. This results in relatively rapid movement of the plates along the fault, shaking the earth for miles around.

Scientists study such things as changes in the tilt of the plates rubbing together, the size of surface cracks between the plates, and the amount of gas and water in the rock. Someday they may be able to apply such data to develop accurate estimates of when earthquakes will occur, so that people living in the area can receive adequate warning and move to safer ground.

SKILLS	ITEM NO.	PAGE NO.
Infer a character's motives	47	34
Differentiate between relevant and irrelevant information	48	29
Identify events in sequence	49	31
Interpret figurative language (idioms, similes, metaphors)	50	35
Predict the outcome	51	33

PASSAGE L

I met Harry, a native of New Jersey, while we were studying law in Boston. His mellow, sophisticated charm was as comfortable as a fireplace, and he knew that fascinating city's historical sites and restaurants well enough to be a tour guide. Periodically, I'd say, "Let's stay here and practice law together." Then Harry would get a homesick look and change the subject. Finally, one day, Harry suggested that we visit the New Jersey area where he intended to practice law.

Since I expected to see a tightly packed urban area, I was astonished when, after several hours of driving, we parked by an abandoned railroad track, walked for about 15 minutes, and were in a world peopled by toads, turtles, buzzards, skunks, and snakes. "The Pine Barrens," Harry explained, "is a wilderness area covering over 2,000 square miles of this area of New Jersey." He named each bird and plant we saw—including the threadleaf sundew, which traps and eats insects. He said the Barrens contained 80 bird species and many species of reptiles and amphibians. The land was rich with vegetation—anything but barren.

Later, he talked quietly but intensely about the area's endangered species, including the Pine Barrens tree frogs I could hear in the cedar, oak, and pine forest outside. I now understood why Harry had never seriously considered settling in Boston. His beautifully natural, uncrowded place was just a few hours from the large cities that make New Jersey the most densely populated state in the Union. "It is also the site of new communities," Harry said seriously. "I can understand why people want to live here, and it belongs to us all. But I want to help assure that the new development doesn't destroy what we all come here to enjoy."

SKILLS	ITEM NO.	PAGE NO.
Identify synonyms	58	28
Distinguish between fact and opinion	59	35
Interpret figurative language (idioms, similes, metaphors)	60	35
Identify appropriate encyclopedia heading to locate more information about a topic	61	40

PASSAGE M

Many European cities are replacing public swimming pools with public leisure pools. These two types of pools have more differences than the names imply; one difference is the kind of swimmer that each type of pool attracts. Where leisure pools have been built, they have attracted twice as many people as traditional pools.

Swimmers are often bothered by people who enjoy splashing and playing around, or merely standing in the water chatting. Such people get in the way of swimmers in traditional, rectangular pools, but not in irregular "free form" leisure pools. Most of the leisure pool is shallow enough to encourage the "splashers" and talkers. Usually there are no swimming lanes or diving boards that require large areas of deep water usable by only a few people at one time. Instead, there are special features, such as whirlpools and unusual slides.

The leisure pool recreates the experience you might have on a beach. It is built under a high transparent or translucent roof that lets the sun in and that tends to give one the feeling of being outdoors, even when the pool is artificially lit at night. There are usually live palm trees, artificial rocks, and many large plants around to enhance this effect. The best feature of a leisure pool is its wave-maker, which washes areas of the pool with machine-made surf for short but regular periods of time. Nearby, there are concession stands and other types of entertainment, such as handball courts, gym areas, saunas, game areas, and a restaurant overlooking the activities. A leisure pool is an excellent place to play, but if serious swimming or diving is your idea of fun, you'll want to head for an old-fashioned swimming pool.

SKILLS	ITEM NO.	PAGE NO.
Identify correct word meaning by affixes	62	32
Distinguish between fact and opinion	63	35
Identify details that support the main idea	64	30
Infer a writer's purpose	65	34
Infer a character's motives	66	34

PASSAGE N

Many New Jersey citizens are surprised to hear their state called "bear country," but New Jersey's black bear population has grown from an estimated 22 to nearly 100 in the past 15 years. Reasons for this increase include a state law making it illegal to kill bears and the migration of bears from neighboring states that have larger bear populations. Some biologists think the word is out among bears—which are intelligent animals—that New Jersey is a safer place to live.

State biologists study black bears by snaring them with a cable which loops around one paw. After being snared, a bear is sedated with a syringe on the end of a long metal pole. Once asleep, the bear loses a fairly useless tooth which, when sliced, indicates its age. Before the bear is released, its ear is tagged with a colored plastic streamer for identification when it is sighted again, and a number is tatooed into its upper lip. The bear is also measured and is hoisted in a rope sling to be weighed. A few bears are collared with radio transmitters which enable biologists to trace their movements.

The chances of urban residents spotting a bear in their backyards are slight, but if it happens, people are instructed not to harm the bear, to be cautious, and to notify state conservation officers. Black bears prefer to eat fruits, nuts, vegetables, and an occasional squirrel. While they have attacked humans in other parts of the United States, no attack on a human has been recorded in New Jersey. In Pennsylvania, where humans kill up to 1,000 bears a year, there have been no reports of a bear attacking a human for over 100 years.

SKILLS	ITEM NO.	PAGE NO.
Identify details that support the main idea	67	30
Differentiate between relevant and irrelevant information	68	29
Infer contrasts (differences)	69	37

PASSAGE O

When you see the Bunraku Puppet Theater of Japan, your first impression is that your pleasure is coming from the skilled achievement of illusion. The feeling is similar to the delight one gets from looking at the miniature contents of a dollhouse and wondering how anyone can make objects so tiny look so real. How does the Japanese puppeteer make the half-life-size doll fold her hands on her lap with a gesture so realistic and moving that it makes the hair on the back of your neck stand on end?

However, Bunraku is not all an act of illusion. In fact, everything about it seems designed to dispel your illusion. The puppets do not speak their own lines. The lines are delivered by a narrator who sits in full view on a platform alongside the stage. The puppeteers are in full view as well, three of them per puppet – one manipulating the head and right arm, one the left arm, and one the legs. Although there is a raised panel that hides the puppeteers' lower bodies, making the dolls they manipulate in their midst seem to sit, stand, or dance on a "floor," even this pretense is abandoned repeatedly. The great power of the Bunraku performance derives from the deliberate combining of realism and artifice. The artificers are all there – puppeteers, narrator, and musicians – showing us that this is a "made" thing; art, not life. Yet, in their midst, stands the puppet, a wife grieving over the loss of her husband. As the drama of her grief unfolds, she seems to appropriate their reality.

Bunraku is about 250 years old and, like most traditional Japanese arts, it is passed down through families and the skills are acquired through serving a long apprenticeship. Puppeteers, narrators, and musicians are all products of patient training. It shows both in their art and in their demeanor. They are both formal and serene, as if these skills, which took them half a lifetime to learn, were as natural as the sunrise.

SKILLS	ITEM NO.	PAGE NO.
Identify synonyms	70	28
Identify correct word meaning by affixes	71	32
Infer cause and effect relationship	72	36

PASSAGE P

Amblyopia is poor vision in an eye that did not develop normal sight during childhood. It is sometimes called "lazy eye." A common condition affecting approximately four out of every 100 people, amblyopia can be cured only if treated during infancy or early childhood.

Although newborn babies are able to see, vision improves over the first month of life as use of the eyes increases, and it continues to develop during early childhood with proper use of the eyes. However, if the eyes are not used to capacity, visual abilities decrease. After the age of ten, the development of the visual system remains unchanged whether it is used thereafter or not. Amblyopia is caused by any condition that interferes with normal use of the eyes and visual development. Some people used to believe it was caused by poor diets in infancy. Most commonly, it occurs with misaligned eyes, such as "cross-eyes," although there are other causes. In all cases, vision in one eye is better than in the other, and the child favors the eye that sees best. The result is that the weaker eye does not develop fully.

Amblyopia is detected by finding a significant difference in vision between the two eyes. Treatment consists of forcing the child to use the weak eye by covering the good eye with a patch, often for weeks or months. Successful treatment depends on the severity of the amblyopia and the age at which the treatment is begun. If the problem is detected and treated early, most amblyopic children will develop improved vision by the age of nine. However, if the problem is first discovered after the child is six to nine years of age, treatment is seldom successful. Therefore, it is recommended that all children have their vision checked by the time they reach the age of four.

SKILLS	ITEM NO.	PAGE NO.
Identify correct word meaning by affixes	73	32
Distinguish between fact and opinion	74	35
Identify appropriate encyclopedia heading to locate more information about a topic	75	40
Summarize data from multiple sources	76	41

PASSAGE Q

Holes punched in snow are a very pure but eerie blue. It has been argued that this color is reflected from the sky, but meteorologist Craig F. Bohren notes that snow holes are blue even under a very gray sky. Bohren explains that the pure blue of the snow holes is a result of the snow absorbing light.

On the surface, Bohren says the snow is white because all of the light has been reflected. Looking into a deep hole in the snow, the snow just below the surface appears yellowish. Then, as one looks deeper, the hole looks yellowish-green, then bluish-green, and then vivid blue. This is because the tiny crystals of snow bounce the light around so much that eventually the light is absorbed. This occurs more quickly with the red light, so at even a relatively shallow depth, snow may appear blue. Eventually the blue light is absorbed as well and, deep down, the hole will appear black.

Ice, too, absorbs red more readily than blue; but in ice, Bohren says, it is air bubbles that bounce the light around. Since they are not nearly as fine as the crystals in snow, ice will not absorb light as quickly as snow and will often appear to be bluish-green. Arctic researchers have learned to pitch camp on the bluest ice, which is older and stronger because the layers have compressed the air bubbles in it, making the ice less likely to break up. The compressed air bubbles act like the crystals in snow, bouncing the light around, absorbing more of it, and making the ice bluer.

SKILLS	ITEM NO.	PAGE NO.
Identify word meanings from multiple meanings	77	28
Identify events in sequence	78	31
Identify details that support the main idea	79	30
Infer a writer's purpose	80	34

I. LITERAL COMPREHENSION/ VOCABULARY

A. Identify word meaning from multiple meanings

(Passage C)

8. In this story, the word balked means -

A. an illegal baseball move.
(B.) resisted.
C. frustrated.
D. surprised.

(Passage I)

38. In this article, the word retired means -

A. repaired.
B. not working.
(C.) stopped using.
D. went to bed.

(Passage Q)

77. In this article, the word pitch means -

A. tar.
B. a slope.
C. to throw.
(D.) to set up.

B. Identify synonyms

(Passage H)

33. In this article, a synonym for illustrious is -

A. bright.
(B.) famous.
C. evident.
D. elderly.

(Passage L)

58. In this story, the phrase urban area means the same thing as -

A. farm.
B. forest.
(C.) city.
D. wilderness.

(Passage O)

70. In this passage, miniature means the same thing as -

A. internal.
B. puppet.
(C.) tiny.
D. life-size.

C. Differentiate between relevant and irrelevant information

(Passage H)

35. Which of the following statements is <u>least</u> important to the main idea of this article?

(A.) Authentic Greek food can be found in Astoria.

B. The U.S. Army made films in Astoria.

C. Many great stars made films in Astoria.

D. Paramount moved to Hollywood in 1932.

(Passage K)

48. Which of the following facts in the article may help scientists predict earthquakes?

A. The size of the tidal wave increases.

(B.) The size of surface cracks in faults changes.

C. Earthquakes are more powerful than volcanoes.

D. The bottled-up stress is suddenly released.

(Passage N)

68. Which of these factors contributes to the increase of black bears in New Jersey?

A. Urban residents spot bears in their yards.

B. Citizens are surprised by how many there are.

(C.) A state law forbids killing them.

D. State biologists study them.

D. Identify main idea of a passage

(Passage B)

6. Which of these sentences is the main idea of this article?

A. Hundreds of sailing ships were built along New Jersey waterways out of pine, cedar, and oak.

B. Oystermen would harvest in September after the oysters had fattened.

C. In addition to shipyards, there were sailmaking lofts along New Jersey waterways.

(D.) The oyster industry guaranteed the continuation of New Jersey's sailing fleet until 1945.

(Passage C)

11. The main idea of this article is that -

A. an American has never been the "Most Valuable Player" in Japan.

B. Japanese baseball managers have more power than American managers.

C. Americans play baseball better than the Japanese.

(D.) playing baseball in Japan is difficult for some U.S. players.

(Passage F)

23. This passage is mostly about -

A. how some trees are smarter than others.

(B.) how trees communicate with each other.

C. how scientists share information.

D. how insects and trees are natural enemies.

E. Identify details that support the main idea

(Passage M)

64. A statement that supports the idea that leisure pools encourage playing more than swimming is -

A. many leisure pools are artificially lit at night.

B. leisure pools attract twice as many people as do traditional pools.

C. leisure pools are built under a high roof.

(D.) most leisure pools have no swimming lanes or diving areas.

(Passage N)

67. Which of the following statements supports the main idea of this article?

A. A bear's tooth can reveal the animal's age.

B. Bears have never attacked a human in New Jersey.

C. Up to 1,000 bears are killed each year in Pennsylvania.

(D.) The number of black bears in N.J. has risen from 22 to 100 in the past 15 years.

(Passage Q)

79. Which of these statements is most important to Bohren's explanation of why snow holes are blue?

A. Some argue that the blue is reflected from the sky.

B. Arctic researchers try to pitch camp on the bluest ice.

C. In ice, air bubbles bounce the light around.

(D.) The tiny crystals in snow enable it to absorb light so quickly.

F. Identify cause and effect relationship

(Passage A)

1. Kim began working on the school newspaper because -

A. she was very eager to interview Patty.

(B.) Patty made her feel she could contribute something worthwhile.

C. she was hoping to be named the school's "Best Citizen."

D. Patty wanted her to write about the class project.

(Passage D)

12. Because Lawson wanted the super airliner's trip from New York to San Francisco to be nonstop, it was necessary to -

A. build a cabin with two floors.

B. design a 200-foot wingspan.

C. increase the seating capacity.

(D.) refuel it in midair.

(Passage F)

22. The catalpa will stop producing fruit on a branch attacked by insects in order to -

A. signal the trees growing near it.

(B.) save resources for its other branches.

C. attract other insects.

D. save the branch from the insects.

G. Identify events in sequence

(Passage B)

5. Before oystermen planted the oysters in their own waters, they -

A. had to wait for them to fatten.
(B.) dredged them up from the spawning ground.
C. harvested them from Delaware Bay.
D. docked their vessels for the summer.

(Passage G)

30. Minnie's production first increased just after -

A. she bought the second machine.
B. the family income increased.
(C.) Fred got her a sewing machine.
D. Fred said the machine belonged in a factory.

(Passage K)

49. The stress in the stone along the fault is released right after -

A. rapid movement of the earth plates.
B. the earthquake is over.
C. two earth plates first come together.
(D.) the weakened stone gives way.

(Passage Q)

78. Just above the depth where it is bluest, a snow hole will be -

A. yellowish-green.
(B.) bluish-green.
C. black.
D. white.

H. Identify meaning of unfamiliar words from their context

(Passage C)

9. In this article, the word absolute means -

(A.) not to be challenged.
B. always helpful.
C. very forgiving.
D. very loud.

(Passage F)

19. A catalpa is a kind of -

A. chemical.
B. insect.
(C.) tree.
D. gas.

(Passage G)

28. The word engrossed means -

(A.) had the complete attention of.
B. badly offended.
C. greatly disappointed.
D. greatly surprised.

I. Identify correct word meaning by affixes

(Passage M)

62. In this article, the word irregular means -

A. rectangular.
B. usual.
C. with regularity.
(D.) not regular.

(Passage O)

71. In this article, the word puppeteer means -

A. without puppets.
B. the most puppets.
(C.) one who operates puppets.
D. with puppet-like qualities.

(Passage P)

73. In this article, the word misaligned means -

A. perfectly lined up.
(B.) not in line.
C. well-adjusted.
D. fully developed.

II. INFERENTIAL COMPREHENSION/ VOCABULARY

A. Infer a main idea

(Passage D)

15. A good title for this article would be -

A. "The World's First Successful Super Airliner".
(B.) "A Man Who Saw the Future".
C. "The 'Midnight Landing' ".
D. "The Double-Decker Railroad Car".

(Passage G)

32. The main idea of this story is that the sewing machine -

(A.) changed many people's lives in the 1800's.
B. freed women from having to make clothes.
C. was a noisy machine that did not belong in homes.
D. could be disguised as a piece of furniture.

(Passage I)

43. Which of the following titles best represents the main idea of this article?

A. "Light-Rail Trolleys – The Transportation of Today"
B. "Restoring Detroit Trolleys"
C. "Trolleys Helped Build Our Cities"
(D.) "The Trolley is Back!"

(Passage J)

44. How can the flight of Double Eagle V be characterized?

(A.) It was quite dangerous.
B. It was a smooth and uneventful flight.
C. It failed because of bad weather.
D. It set a speed record for balloons.

B. Predict the outcome

(Passage D)

13. If Lawson's financial backers had <u>not</u> withdrawn their support, he might have -

(A) completed construction of the super airliner.
B. finished building the airplane in Garwood.
C. built a competitive railroad.
D. been the first person to fly alone.

(Passage H)

37. The article suggests that in the future the Astoria studios will be -

(A) used for more filmmaking.
B. moved to California.
C. slowly destroyed.
D. rented to the U.S. Army.

(Passage K)

51. If the scientific studies discussed in this article are successful, eventually there will be -

A. fewer earthquakes.
(B) fewer people harmed by earthquakes.
C. more, but smaller, fault lines in the earth.
D. a reduction in the number of tidal waves.

C. Draw a conclusion

(Passage G)

31. From this story, Minnie appears to have -

A. listened to everything Fred said.
(B) been talented and industrious.
C. lost respectability.
D. bought the first sewing machine.

(Passage I)

39. The restored trolley lines in the U.S. are proving profitable today because -

A. the antique cars are so valuable.
B. they are opening up new suburbs.
(C) so many people love to ride them.
D. they are expensive to ride on.

(Passage J)

45. One disappointment about this flight was that the -

A. balloon was lost on landing.
(B) speed was slower than anticipated.
C. landing was successful.
D. ballast could not be recovered.

D. Infer a character's motives

(Passage A)

2. Why did Patty tell Kim about the job on the school paper?

   (A) Patty wanted Kim to get involved in school activities.
   B. Patty knew that Kim would write an article about her.
   C. Kim was too shy to get the job herself.
   D. Patty and Kim were close friends.

(Passage K)

47. The main reason that scientists want to predict earthquakes is to -

   A. stop earthquakes before they start.
   (B) warn people of possible danger.
   C. prevent dams from being destroyed.
   D. stop volcanoes from erupting.

(Passage M)

66. The article suggests that people in many cities are building leisure pools instead of traditional pools because -

   (A) leisure pools are more popular with the public.
   B. leisure pools are much less expensive to build.
   C. traditional pools have proven to be too dangerous.
   D. they want more citizens to become better swimmers.

E. Infer a writer's purpose

(Passage H)

36. The author wrote this article to -

   A. criticize Hollywood, California.
   B. try to save Astoria from destruction.
   (C) let us know of Astoria's importance.
   D. promote the Astoria museum.

(Passage M)

65. This article was written to -

   A. criticize the trend toward leisure pools.
   B. encourage the reader to purchase a leisure pool.
   C. discuss problems created by leisure pools.
   (D) tell the reader about developments in pool designs.

(Passage Q)

80. This article was written to -

   (A) explain how snow and ice absorb light.
   B. demonstrate that ice is stronger than snow.
   C. warn readers about Arctic dangers.
   D. argue against Bohren's explanation of blue snow.

F. Distinguish between fact and opinion

(Passage I)

40. Which of these statements is an opinion?

A. At one time, there were trolley post offices.
(B.) Everyone loves this old mode of transportation.
C. Repair of the San Francisco trolley system will cost $60 million.
D. Some current trolleys use rubber wheels.

(Passage L)

59. Which of the following is an opinion expressed by the author?

(A.) Harry would make a good tour guide.
B. The Pine Barrens tree frog is an endangered species.
C. The Pine Barrens include oak and cedar, as well as pine.
D. The threadleaf sundew traps and eats insects.

(Passage M)

63. Which of the following statements is the writer's opinion?

A. Most of a leisure pool is shallow.
B. Many cities are replacing indoor swimming pools with leisure pools.
(C.) The best feature of a leisure pool is its wave-maker.
D. A transparent or translucent roof lets the sun in a leisure pool.

(Passage P)

74. Which of these statements is an opinion?

A. Amblyopia affects about 4 in 100 people.
(B.) Amblyopia is caused by a poor diet.
C. Newborn babies are able to see.
D. Amblyopia is sometimes called "lazy eye."

G. Interpret figurative language (idioms, similes, metaphors)

(Passage I)

42. The phrase, "ushering in the automobile," means that Detroit -

(A.) was responsible for leading us into the age of the auto.
B. was the first city in the nation to post traffic signs.
C. gave the auto a back seat to the trolley.
D. had special roads built for autos.

(Passage K)

50. Stone along a fault is like "a rubber band" when the stone -

A. creates friction all along the fault.
B. absorbs more moisture and gases.
(C.) reacts to a sudden release from stress.
D. rubs the surface of the cracked plates.

(Passage L)

60. If Harry's charm "was as comfortable as a fireplace," being around him must have made people feel -

A. like stones.
(B.) warm and relaxed.
C. feverish.
D. bright and cheery.

H. Infer sequence, time order

(Passage B)

4. The regulations about the use of motor-powered ships were changed -

(A) during 1945.
B. only for Delaware fishermen.
C. after sailmakers complained.
D. during colonial times.

(Passage E)

17. The earliest use of kites discussed in this article was -

A. religious.
(B) militaristic.
C. recreational.
D. artistic.

(Passage F)

24. Which of the following events occurs second?

A. The tree gives off a type of gas.
B. The tree is attacked by insects.
(C) The tree undergoes chemical changes.
D. Neighboring trees undergo chemical changes.

(Passage G)

29. What indicates that Minnie was the first in her neighborhood to have a sewing machine?

(A) The neighborhood women all came to see it.
B. She had to make everyone's clothes.
C. Fred bought it.
D. She didn't know how to operate it at first.

I. Infer cause and effect relationship

(Passage F)

20. Scientists believe trees communicate with each other because some trees -

(A) change chemically when insects attack nearby trees.
B. are eaten by insects in Finland, but not in the U.S.
C. have longer roots than other trees.
D. stop growing fruit on certain branches.

(Passage H)

34. A major reason Paramount Studio moved to California was to -

A. allow the Army to use the Astoria plant.
B. avoid the destruction of the studio by vandals.
C. enable the Astoria plant to become a museum.
(D) be able to make movies less expensively.

(Passage O)

72. Which statement best shows a cause and effect relationship?

(A) Bunraku performances are powerful because they combine realism and illusion.
B. You believe what is happening in a performance because you can see the puppeteers.
C. The performances are not very interesting because the narrator speaks all the parts.
D. Bunraku performances are convincing because they have been going on for 250 years.

J. Infer comparisons (similarities)

(Passage B)

7. In this article, the work in the oyster beds is compared to -

   A. sailmaking.
   (B.) farming.
   C. shipbuilding.
   D. trading.

(Passage D)

14. Some railroad cars came to look a bit like the super airliner because they -

   A. were constructed by Lawson.
   B. were constructed in New Jersey.
   C. had chutes to transfer mail.
   (D.) had two floors for passengers.

(Passage J)

46. Which of these statements can be made of both the flight of Double Eagle II and that of Double Eagle V?

   A. The same four men were on board for both flights.
   (B.) Each was the first balloon to cross a particular ocean.
   C. They both took place in 1981.
   D. The balloons both contained the same amount of helium.

K. Infer contrasts (differences)

(Passage C)

10. Compared to American managers, Japanese baseball managers are -

   A. better advisors.
   B. better paid.
   C. more knowledgeable.
   (D.) more powerful.

(Passage E)

16. What Chinese kite-flying tradition has changed?

   A. Most kites today symbolize good luck.
   (B.) Today, kites are flown all year long.
   C. Kites are no longer considered entertaining.
   D. Kites are no longer designed like warriors.

(Passage N)

69. Compared to the bear population in Pennsylvania, New Jersey has -

   (A.) relatively few bears.
   B. a large bear population.
   C. about half as many bears.
   D. about the same number of bears.

III. CRITICAL COMPREHENSION

A. Make judgments

(Passage A)

3. When Kim writes her story about the "Best Citizen," Kim should stress -

   A. how surprised everyone was by the choice.
   B. that Patty is not the best at anything.
   (C.) what a well-rounded person Patty is.
   D. that Patty is very friendly.

(Passage F)

21. From this article, one can tell that scientists -

   A. have almost completed their investigations in this area.
   (B) still have many unanswered questions about tree communication.
   C. study trees seriously only in Finland.
   D. compare tree communication to insect communication.

(Passage I)

41. The article's description of the inside of antique trolleys makes them seem -

   A. risky to ride on.
   B. very up-to-date.
   C. beyond repair.
   (D.) elegant.

IV. STUDY SKILLS

A. Use catalog cards to locate information

Use this card from a card catalog to answer questions 55-57.

U.S. History - Revolution

973.301
Col

Colby, Jean Poindexter
Lexington and Concord, 1775. Illus. with photos by Barbara Cooney, old prints and maps. New York: Hastings House, 1975
129pp. illus.

Discusses the first battles of the American Revolution.

Bibliography: p. 109

1. Lexington, Battle of, 1775. 2. Concord, Battle of, 1775. 3. U.S. History - Revolution. I. Title.

55 What is the title of this book?

(A) Lexington and Concord, 1775
B. U.S. History - Revolution
C. The American Revolution
D. Battle of Lexington, 1775

56 What information on the card suggests that the book contains a list of other books on the same topic?

(A) Bibliography
B. Illustrations
C. Maps
D. Title

57. Who is the author of this book?

A. Barbara Cooney
B. Jean Poindexter
C. Hastings House
(D) Jean P. Colby

B. Identify appropriate encyclopedia reading to locate more information about a topic

(Passage E)

18. If you wanted to learn more about the topic of this passage, under which of these encyclopedia headings should you look?

A. "China"
(B.) "Kites"
C. "Pure Brightness Festival"
D. "Ancient Art"

(Passage L)

61. If you wanted to use an encyclopedia to learn more about the plant that eats insects, you would look under which heading?

(A.) "Threadleaf Sundew"
B. "Pine Barrens"
C. "Wilderness Areas"
D. "New Jersey"

(Passage P)

75. If you were interested in learning more about amblyopia, but were unable to find that word in your encyclopedia, which of the following topics should you try next?

A. "Medicine"
B. "Cross-Eyes"
C. "Child Development"
(D.) "Diseases, Eye"

C. Summarize data from multiple sources

76. Which statement best summarizes this article?

(A.) Amblyopia is a condition that interferes with normal vision and can be corrected if detected early.

B. Misaligned eyes, "cross-eyes," are caused by amblyopia in young children.

C. All children should have their vision checked for amblyopia before the age of four.

D. Visual abilities decrease in children diagnosed as having amblyopia and cannot be improved later in life.

Directions:
For questions 81 to 87 you must read each question, then select the best answer for the question. Mark your answers on your answer folder.

Part of an index from a book is shown below. Use this index to answer questions 81 - 84.

Armor, body, 90-96; early use of, 90-92; in the Middle Ages, 95-96; on vehicles, 207-210

Arrow, parts of, 45-48. See also Bow.

Ax, battle-, 35; for chopping, 72; use by early people, 68-71

Battering-ram, first record of, 48-50; how used, 50-52; protection against, 52-53

Battle-ax. See Ax.

Blowgun, among ancient people, 27-30; for hunting, 32-33; in war, 30-31

Bow, crossbow, 85-89; longbow, 135-137; in the Middle Ages, 86-87; modern use of, 88-89; parts of, 84, 88

Cannon, firing of, 131-132; first use of, 132-134; sizes of, 133

Castles, construction of, 108-112; defense of, 110-118; living conditions in, 121-124; types of, 107-109

84. This index would probably be found in a book about –

(A.) weapons.

B. hunting implements.

C. the Middle Ages.

D. armor.

D. Select words from a specific dictionary page

Directions:
For questions 52 to 57 you must read each question, then select the best answer for the question. Mark your answers on your answer folder.

suspend - swift

52. The boxed words above are the guide words on a page in the dictionary. Which one of the following words would be found on that page?

(A) svelte
B. strike
C. super
D. swing

flute - forge

53. The boxed words above are the guide words on a page of the dictionary. Which one of the following words would be found on that page?

(A) forbid
B. former
C. forget
D. flirt

54. Which pair of guide words might be found on the same page of the dictionary as the word memoir?

A. memory - musical
B. machine - mechanize
(C) melody - menace
D. magic - meek

E. Locate information in an index

Directions:
For questions 81 to 87 you must read each question, then select the best answer for the question. Mark your answers on your answer folder.

Part of an index from a book is shown below. Use this index to answer questions 81 - 84.

Armor, body, 90-96; early use of, 90-92; in the Middle Ages, 95-96; on vehicles, 207-210

Arrow, parts of, 45-48. See also Bow.

Ax, battle-, 35; for chopping, 72; use by early people, 68-71

Battering-ram, first record of, 48-50; how used, 50-52; protection against, 52-53

Battle-ax. See Ax.

Blowgun, among ancient people, 27-30; for hunting, 32-33; in war, 30-31

Bow, crossbow, 85-89; longbow, 135-137; in the Middle Ages, 86-87; modern use of, 88-89; parts of, 84, 88

Cannon, firing of, 131-132; first use of, 132-134; sizes of, 133

Castles, construction of, 108-112; defense of, 110-118; living conditions in, 121-124; types of, 107-109

81. If you wanted to find out how the bow and arrow is used today, on which pages would you look?

A. Pages 45-48
B. Pages 86-87
(C.) Pages 88-89
D. Pages 135-137

82. If you wanted to know when battering rams were first used, on which pages would you look?

A. Pages 90-92
B. Pages 52-53
C. Pages 50-52
(D.) Pages 48-50

83. On which pages would you find information about the use of armor in the Middle Ages?

A. Pages 68-71
B. Pages 86-87
C. Pages 90-92
(D.) Pages 95-96

F. Interpret data presented in visual form

Use this airline schedule to answer questions 85 - 87.

COMMUTER AIRLINES
Flight Schedule

Boston to New York					New York to Washington, D.C.				
Flight		Leave		Arrive	Flight		Leave		Arrive
10	AM	9:00	-	10:15	5	AM	8:10	-	9:50
20		11:15	-	12:30	15		10:50	-	12:30
30	PM	3:00	-	4:20	25	PM	1:10	-	3:00
40		5:30	-	6:45	35		3:00	-	4:50
50		8:15	-	9:30	45		7:00	-	8:40
					55		10:35	-	12:15

85. If you wanted to arrive in New York by 5:00 P.M., what is the latest flight from Boston you could take?

A. Flight 20
(B) Flight 30
C. Flight 35
D. Flight 40

86. Based on the schedule above, about how long does a flight from Boston to New York on Commuter Airlines take?

A. 1 hour
(B) 1 hour, 15 minutes
C. 1 hour, 40 minutes
D 2 hours

87. If you need an hour between flights, what is the latest Commuter Airlines flight from Boston to New York you could take in order to catch Flight 45 to Washington?

A. Flight 10
(B) Flight 30
C Flight 40
D Flight 50

G. Locate information from a table of contents

For questions 25 to 27 you must read each question, then select the best answer for the question. Mark your answers on your answer folder.

A table of contents from a book about photography is shown below. Use it to answer questions 25 - 27.

CONTENTS

Chapter		Page
I.	History of Photography	1
II.	How to Take Good Snapshots	53
III.	All About Your Camera	74
IV.	How to Develop Film	91
V.	Uses of Photographs	109

25 On which page would you start reading to find out when the first Polaroid camera was developed?

(A) Page 1
B. Page 53
C. Page 91
D. Page 109

26 On which pages would you find tips on improving your photography?

A. Pages 1-52
(B) Pages 53-73
C. Pages 74-90
D. Pages 91-108

27 If you wanted to learn the function of a camera's aperture, which chapter would you read?

A. I
B. II
(C) III
D. V

HIGH SCHOOL PROFICIENCY TEST ITEMS -- 1984-85

READING

Each passage in the HSPT was followed by three to six items assessing different specifications. When the items are grouped by specification in this booklet, they relate to three to four different passages. Because of the length of the passages, it was not feasible to print the entire passage each time an item based upon it occurred in a specification. The passages were printed once, preceding all of the reading specifications and items. A list below each passage helps locate the appropriate items for each passage by showing the skills examined, the items assessed and the location of each item as it appears in this booklet.

PASSAGE A

After the moving van left and the car was packed, Lorna's friends came over to say goodbye. She could no longer hold back the torrent of tears that had been welling up. Friends and neighbors promised to write and visit. Finally, it was time to leave.

Throughout the long ride to her new home, Lorna mused as she sat silently in the back seat of the car. She recalled with discomfort how she and her friends had snubbed new students in class and she began to dread the approaching school year.

That long-awaited day in September finally arrived. Lorna felt like she was marching to the gallows as she walked through the crowded hallway. All around her, students were hugging and chattering eagerly about their summer vacations.

She sat numbly through the homeroom period while faceless students received their class schedules and locker assignments. With some difficulty, she located her locker but, struggle as she might, she couldn't get the combination lock to open. She started to feel as though everyone in the hallway was watching. Surely they were giggling behind her back as she fumbled futilely. She began to blush, fearful that the warning bell would sound at any moment. Lorna nearly fainted when a friendly voice calmly suggested, "Here, let me help you with that. These things are always temperamental until you get the hang of them." Lorna looked up and saw the warmest grin she could imagine. "Name's Sam. You must be new this year. I was in your position last year." Sam looked at the class schedule clenched between Lorna's teeth. "First period math with Mr. Daily? Come on, I'll escort you; my class is right next door."

Lorna followed in silence, awed by Sam's ability to set her at ease. Maybe things wouldn't be so bad here after all, she thought hopefully to herself.

SKILLS	ITEM NO.	PAGE NO.
Identify meaning of unfamiliar words from context	1	22
Identify appropriate word meaning by affixes	2	23
Infer a character's motives	3	25
Make judgments	4	29

PASSAGE B

In the deserts of California, Arizona, and Nevada are over 200 sites where Indians have scraped the earth's surface to etch huge drawings into the ground. Not discovered until 1930, when they could be spotted from airplanes, these earth drawings have attracted little scientific attention. Some people have suggested that they were made by ancient astronauts who visited earth. But an art authority thinks they only represent humans' desire to be remembered by creating something more lasting than themselves. An archeologist, Jay von Werlhof, has other ideas. He has estimated the age of some drawings by studying remnants of tools found near them and by geologic study of the land around them.

One etching is an angular line a mile and half long that is estimated to be between 6,000 and 8,000 years old. Another etching, a small horse, is believed to have been created as recently as 1800. A huge stick-figure person with very broad shoulders and a woven design at its feet is said to be 500 years old. Another figure, 170 feet in length, may represent an evil spirit; and a 180-foot rattlesnake has seven smaller snakes near it.

Von Werlhof believes the designs were etched by Indians' spiritual leaders as prayers to some external power during anxious times, such as periods of drought or when enemies threatened attack. One huge abstract design, which includes a circling maze with only one exit, may represent the Indian's faith that no matter how confusing life becomes, there is always a spiritual way out. A large circle in another drawing may symbolize the power all humans have. Within it is a smaller circle and, inside that, a pile of stones. Von Werlhof thinks these represent supernatural power.

SKILLS	ITEM NO.	PAGE NO.
Identify synonyms	5	18
Identify appropriate word meaning by affixes	6	23
Identify cause and effect relationship	7	21
Infer comparisons (similarities)	8	28
Infer contrasts (differences)	9	28
Complete outline by selecting topic/detail	10	30

PASSAGE C

The symbol of America is undergoing a facelift. After standing guard over the New York Harbor for nearly a century, the Statue of Liberty is being refurbished in preparation for her centennial celebration.

This imposing statue, the largest in the world, rises over 300 feet from ground to torch tip. Each of its calm, hopeful eyes is two and one-half feet wide. The strong, silent mouth is four feet across. The 324-square-foot tablet in her hand carries the date 1776. This date is a reminder that the people of France, who gave the statue to the people of the United States, share our love and respect for independence.

Ever since the gift was erected on Bedloe's Island, now called Liberty Island, countless immigrants have stopped to kiss the soil beneath her feet. Even the most sophisticated visitors to New York are touched by a glimpse of the famous statue. But after years of welcoming immigrants and visitors, Liberty herself now needs help.

The years have not been kind to this grand and beautiful lady. Not only has her once copper-colored skin corroded to a dull green, but also her entire structure has been weakened by rust and broken rivets. The famous torch is too decayed to be repaired.

For two years, extensive scaffolding will hide the statue's robes. Paint will be stripped, old rivets replaced, rusted stairs rebuilt, and torn copper repaired. A new torch will be built to replace the one that welcomed millions to these shores for nearly 100 years.

Funds for the needed repairs have been donated privately. Millions of pennies were given by schoolchildren. To most donors, no doubt, their contributions are a small token of thanks to the beacon of hope that has welcomed immigrants and visitors for 100 years.

SKILLS	ITEM NO.	PAGE NO.
Identify meaning of unfamiliar words from context	11	69
Identify synonyms	12	65
Distinguish between fact and opinion	13	73
Infer sequence, time order	14	74
Interpret figurative language (idioms, similes, metaphors)	15	73
Infer contrasts (differences)	16	75

PASSAGE D

Time has different effects on traditional transportation in two large cities:

Cable Cars Back on Track

SAN FRANCISCO – Several of the famous old cable car lines are back in operation after being shut down for nearly two years. The underground system of metal cables and motors that pull them up this city's steep hills was completely rebuilt. The work cost over 58 million dollars. A grand celebration marked the reopening of the whole system on June 21, 1984.

The old cable cars have long been a favorite sight with tourists, but San Francisco's residents have missed them too. There will be few complaints when the open trolley cars again clog up traffic on the major city streets, slowly clanking up the hills and then rolling down, braking into the cable to slow the pull of gravity.

The high cost of the reconstruction was a necessary expense if the trolleys were to be kept running safely. Discontinuing them and relying solely on buses and taxicabs was, apparently, never seriously considered.

London's Famous Taxis On the Way Out

LONDON – Time has finally caught up with London's huge black taxicabs, which are as popular with the English as they are with tourists from around the world. The heavy, high vehicles, which were first introduced on London streets in 1948, are to be replaced by a newer model. The new taxis will have modern lines and will be manufactured in a variety of colors.

Some English citizens are up in arms. The sturdy, almost royal-looking cabs, they argue, have become as important a tradition as the red, double-decker London bus. The company that makes the cab according to strict government regulations has no regrets, however, about replacing a model that was meant to cruise at about 15 miles an hour and is a gas hog. The new cab, they note, will be just as spacious, will run at higher speeds on less gas, and, most importantly, will be much safer.

Some taxi drivers have joined the argument. They point out that the popular old black taxis are uncomfortable to ride in and difficult to steer. On the other side, some wealthy passengers are not convinced they will be able to step into the new cabs without bumping their top hats and tiaras.

SKILLS	ITEM NO.	PAGE NO.
Draw a conclusion	17	71
Identify details that support main idea	18	67
Synthesize information	19	76
Identify comparisons (similarities)	20	67

PASSAGE E

The Nullarbor Plain is located in southern Australia, south of the Great Victorian Desert and north of the Great Australian Bight. To the west is Kalgoorlie and to the east is a series of lakes including Lake Harris and Lake Gardner in the State of South Australia. The only vegetation in this 30,000-square-mile area is saltbush which grows to be about one foot high. In contrast to the Nullarbor Plain, the Great Plains of the United States are densely populated with rich green trees and luxuriant vegetation.

Underneath the Nullarbor Plain are caverns, small caves, and rivers. Blowholes, small openings in the surface of the earth, abound in the area, making walking difficult for everything except sure-footed camels. What makes the atmosphere of the Nullarbor Plain especially eerie are the combined sounds made by water and wind as they move through the spaces beneath the earth's surface. Even a person with almost no imagination can hear ghostly calls, tortured screams, and unsettling bubbling. No special effect produced by the film industry can equal the sounds forced out of the earth by the wind and water in this barren land.

Every few years, a straw wall about 10 feet high and 10 feet wide blows across the Nullarbor Plain. This wall of straw originates in the Great Victorian Desert in the years when the round buckbush grows. When it is dead, wind breaks the buckbush from its roots. Each broken buckbush looks like a small straw balloon. The wind blows millions of these little balloons along the ground until they catch on the Nullarbor saltbush. They then begin to pile up in a row that stretches for miles. Eventually, the straw wall built up by this action becomes stronger than the saltbush and the entire wall moves across the plain. Despite its imposing size and overwhelming appearance, it will not seriously hurt a person in its way.

SKILLS	ITEM NO.	PAGE NO.
Draw a conclusion	21	71
Identify events in sequence	22	69
Predict the outcome	23	71
Infer a writer's purpose/viewpoint	24	72
Distinguish between fact and opinion	25	73

PASSAGE F

The first Olympics were held over 2,800 years ago in an open area in Olympia, Greece. They consisted of a single 200-meter race in which a lad named Coroebus beat some neighboring youths. For over 1,000 years, the Olympics were held at the Olympia site every four years. Gradually, other events were added and contestants from Greece's many tiny states and from countries as far away as France began to compete. At first only wealthy youths could afford to train, but soon towns and areas began to support the training of promising young men, who became rich if they won. Women were not allowed to compete or even to attend the games until modern times. No records were kept, but competition was fierce and contestants were sometimes bribed to lose. Winners were awarded an olive wreath, which was as coveted as today's medals. Unlike today, there were no medals awarded for second or third places.

By 500 B.C., there were several foot races—the 200-meter, the 400-meter, the 4,800-meter—and a race in which the competitors wore armor. There were also chariot and horse races, but the favorite event of the thousands of spectators who sat on a grassy hill to watch were the wrestling, boxing, and pancratium competitions. Pancratium, a combination of both wrestling and boxing, was a very brutal sport. The spectators slept in tents or in the open and had to bring their own food.

By 500 B.C., a stadium for the runners and one for the chariot and horse races had been built on the open field of Olympia. The games were conducted regularly until 261 A.D., when an invasion interrupted them. Later they were resumed and continued until 393 A.D., when Theodosius I, a Roman emperor, put an end to them.

Earthquakes and floods subsequently covered the site, which was not rediscovered until 1766. Excavation of Olympia, however, did not get under way until 1875. That sparked interest in reviving the games, an idea that was the dream of Baron Pierre de Coubertin of France. In 1896, the modern era of the Olympics began and has continued every four years, except when the games were interrupted by World War II.

SKILLS	ITEM NO.	PAGE NO.
Identify word meaning from multiple meanings	32	65
Identify main idea of a passage	33	66
Differentiate between relevant and irrelevant information	34	66
Identify details that support main idea	35	67
Identify contrasts (differences)	36	68
Identify cause and effect relationship	37	68
Infer sequence, time order	38	74

PASSAGE G

Among the many geniuses who came from New Jersey is one who died a sad man, unrecognized for an invention that was much too advanced for its time. So unbelievable was Solomon Andrews' proposal to build a "flying ship" that President Abraham Lincoln ignored Andrews' letters proposing it. Lincoln's Secretary of War rejected the idea as impractical after Andrews came to Washington, D.C., to explain it.

Undaunted, Andrews advertised the flight of his first ship and sold tickets. The ship had a wooden frame 80 feet long, 20 feet wide, and 10 feet high. It was covered with 13,000 yards of silk fabric and was inflated with hydrogen. But, on the day of the trial, the ship was not ready, and Andrews did not even move it from the building in which he had built it.

By 1863, however, Andrews actually flew a smaller, hydrogen-filled ship covered with 1,200 yards of Irish linen. A New York reporter who saw it fly wrote that it was the "most extraordinary invention of the age, if not the most so of any the world ever saw...Its form was like three cigars pointed at both ends and secured together, covered by a net." This form, the description continued, supported a car sixteen feet below its center with 120 cords. The newspaper bitterly criticized Lincoln and his war cabinet for ignoring Andrews.

Andrews continued to propose the use of his machine for spying on and bombing Southern cities during the Civil War. By 1866, he had flown it from his home town of Perth Amboy to Long Island, and suggested its use for transporting passengers and mail. But, alas, there were few men with the vision of Solomon Andrews, and he was unable to obtain financing for the mass production of "Andrews' Flying Ship."

Andrews, however, was successful at many other things. He started what, in effect, was the country's first industrial park by getting other manufacturers to set up shops with his in a group of abandoned barracks the British used during the Revolutionary War. Andrews held patents on numerous interesting inventions and served as mayor of Perth Amboy, but he still died a disappointed man.

SKILLS	ITEM NO.	PAGE NO.
Identify comparisons (similarities)	39	67
Infer cause and effect relationship	40	74
Draw a conclusion	41	71
Infer a character's motives	42	72
Synthesize information	43	76

PASSAGE H

In an old, weather-beaten house in Ocean County, New Jersey, sat a cabinet constructed of many different kinds of wood. It held beautiful china dishes from Europe. The dishes had arrived on ships that had successfully navigated the ocean and then the New Jersey coast. The cabinet itself was made entirely of pieces of 26 ships that were not as lucky. These unlucky ones had been tossed as broken wrecks upon various beaches along the New Jersey Barnegat Coast over a period of 60 years.

The chest belonged to a sea captain named John L. Dorsett who, in the late 1800's, was known as both a boat builder and a rescuer of crews and passengers from ships battered by the fierce storms along the Jersey coastline. Some of the people he saved had been on the very ships, the splintered ribs, cabins, masts, and stairways of which made up his cabinet. But in spite of the life-saving skills of the captain and others, not everyone could be saved. As the aged captain always reminded his visitors, the 26 wrecks had claimed 869 lives. He would then proceed to name each ship and describe its bitter fate.

So it was with the threatening waters seaward from the 120-mile Jersey coast. In his book, *Down Barnegat Bay: A Nor'easter Midnight Reader*, Robert Jahn says that over the years, more then 3,000 ships have been wrecked in storms as they were pounded against the bottom of the sandy shoals along the New Jersey coastline. "There are times when the sea goes mad during northeast storms," he writes, "when the crashing waves and dark, swirling clouds become a nightmare vision."

Like the captain, beachcombers walked the New Jersey shores salvaging decorative pieces of the ships that washed ashore. Often they found boxes laden with food, furniture, or even silver and jewels that had been washed onto the beaches like Neptune's treasures. Unlike the captain, the beachcombers would usually claim their prizes without knowing the name of the ship whose tragic end had broken it into the gifts washed in by the sea.

SKILLS	ITEM NO.	PAGE NO.
Identify synonyms	44	65
Identify meaning of unfamiliar words from context	45	69
Infer a character's motives	46	72
Interpret figurative language (idioms, similes, metaphors)	47	73
Infer cause and effect relationship	48	74
Infer comparisons (similarities)	49	75
Make judgments	50	76

PASSAGE I

It was a beautiful crisp morning, late in the autumn of 1878. Margaret was about to embark on an exciting journey by train to Washington, D.C.. As she began the long trip, Margaret felt extremely proud to be wearing the expensive new timepiece her father had just given her. She was determined that its much proclaimed accuracy would set her apart from travelers she met who possessed inferior watches or no timepieces at all. So she had set the watch before leaving Boston just as the great ball above the city's tallest building descended to mark the noon hour.

Margaret was counting on seeing much of the country from the train on the trip, but soon this expectation was frustrated by the frequent need to reset her watch. In fact, she had to reset it five times that day. Mr. Habershall, her father's friend and an expert on time, would have been able to help her, but he was usually in the smoking car or diner with her father.

When the train arrived in New York City, Margaret discovered that her watch was ahead of the city's clocks by eleven minutes. Later, comparing time with passengers who boarded at Philadelphia, she learned that the watch was again running ahead by over three minutes—three minutes and twenty-four seconds to be exact, Mr. Habershall informed her. In Baltimore, Margaret was perplexed and annoyed to learn from an elegant passenger with a gold timepiece on a chain around her neck that her own smaller watch had to be set back another seven minutes and three seconds in order to be synchronized with time in that city.

"Why, oh, why!" Margaret complained to her father, "doesn't someone do something about all this mix-up in time?" He assured her that some people were trying to do just that. Indeed, he proclaimed proudly, that was Mr. Habershall's very mission to Washington, where perhaps some members of the Congress would heed his friend's advice.

When the nation did finally reduce its 56 irregularly shaped local time zones to a mere four in 1883, no one was more relieved than Margaret. She had remained unreasonably reliant on knowing the exact time and had developed a pronounced aversion to trips that required too many adjustments in time.

SKILLS	ITEM NO.	PAGE NO.
Infer the main idea	51	23
Identify events in sequence	52	22
Predict the outcome	53	24
Infer a writer's purpose/viewpoint	54	25

PASSAGE J

It is found in one out of every 50 dwellings and in every state in the United States except Alaska. In over two million homes every year it does more structural damage than tornadoes, hurricanes, and windstorms combined. Yet many people do not even know that their house is under attack, for it does its work undercover, tunneling up from nests underground to gnaw away at the wood in your house.

You won't hear it, for the worker termite is less than a quarter of an inch long. He is blind, lives only seven to eight weeks, and will die even sooner if he is exposed to open air and dehydrates. Repeatedly, the termite has to go back underground to get moisture; but since he is accompanied by a quarter million of his comrades, he can literally eat you out of house and home. When he dies from dehydration, poison, or old age, replacements are assigned the job of gathering food for the soldier termites protecting the nest below and for the queen, who may live up to 30 years. It can take up to five years, but worker termites inflict serious structural damage on a house.

Treatment to get rid of or to prevent termites from attacking a house involves pumping about 200 gallons of a chemical into the ground. It seals the ground for about 25 years, and kills those termites that bore through it on their way up for wood or on their way back down for moisture. Eventually most of the termites retreat from the treated house, tunneling toward unprotected wood.

Almost all of the fluids that are pumped into the ground to protect a house from termites contain a chemical called chlordane, which many scientists argue can be dangerous to the health of the persons who live in a treated house. This leaves people who have discovered termites in or near their house with a dilemma: Do they let the termites eat away at their houses or do they run the possible health risk of having the house treated in order to stop them?

SKILLS	ITEM NO.	PAGE NO.
Identify appropriate word meaning by affixes	55	70
Identify word meaning from multiple meanings	56	65
Identify contrasts (differences)	57	67
Identify contrasts (differences)	58	67
Complete outline by selecting topic/detail	59	77

PASSAGE K

Breakdancing, a demanding mix of gymnastics and dance, has only recently become a nationwide fad. Few people realize, however, that this demanding sport originated over a decade ago.

With roots in Afro-American dance, breakdancing evolved in New York's black and Hispanic neighborhoods. It became a peaceful alternative to gangfights, yet allowed participants a competitive outlet. Instead of fighting, members of opposing gangs match athletic skills. They put together complicated, original routines in an effort to top each other.

In the late seventies, a group of dancers known as the Rocksteady Crew sparked renewed interest in the lagging sport. The group appeared briefly in the popular movie *Flashdance*. At that point, breakdancing became a national craze. It spread from the inner city to the suburbs.

Along with the dance's growing popularity, the number of breakdance-related injuries is on the upswing. As with skiing, running, and other strenuous sports, breakdancing has its own injury specialists. One California physician known as the Breakdance Doctor sees at least one breakdance injury a day. He warns dancers to take some simple precautions. First, he recommends that dancers warm up and stretch their muscles before dancing. Second, he cautions that beginners master the basics before attempting difficult stunts. Finally, he urges breakdancers to work on a padded surface that is clear of obstacles.

Using a little common sense and a lot of athletic ability, it appears that the breakers will keep dancing, and hopefully not breaking, at least until the next fad arrives.

SKILLS	ITEM NO.	PAGE NO.
Differentiate between relevant and irrelevant information	66	66
Infer sequence, time order	67	74

PASSAGE L

The seventeen-year-old boy who had just moved to Atlantic City, New Jersey, was destined to become one of the most influential American artists, boldly and effectively leading the country to an appreciation of modern art. But the early 1880's in Atlantic City must have been unsure ones for the Cozad family, who had just arrived from Denver, Colorado. In Colorado, the father had shot a man in an argument and the family had moved away before any trial and had changed their name. The son, who soon went off to Philadelphia to study art, was known thereafter as Robert Henri, no longer Robert Henry Cozad.

After two years of study in Philadelphia, the dark and dashingly handsome young man went, as so many young artists did then, to Paris to study amid the art revolution now known as "Impressionism." There he was influenced by the painter Manet who used striking contrasts between light and dark colors to make a bold, individual statement.

Back in the U.S., still but a teenager, Henri met other young artists who would remain his close friends. Unlike Henri, who was soon teaching in respected schools of art, selling some paintings, and was accepted by the traditional National Academy of Design, Henri's talented friends were rejected by the powerful critics who controlled the art world. Because of this, an outraged Henri participated with his friends in joint exhibitions of their paintings in shows that the Academy did not endorse. Their bold, modern paintings created such a stir and drew such huge crowds that the established art world was forced to acknowledge them.

Henri himself became known for his realistic renderings of grimy city scenes painted from his Manhattan studio and for portraits that did not always flatter the subjects. He also became noted for painting scenes and people he saw on travels to western and southwestern parts of the United States.

Equally important was Henri's contribution as a teacher in the 35 years he taught art in various schools. Numerous talented artists have testified to the impact he had on their later success.

SKILLS	ITEM NO.	PAGE NO.
Identify word meaning from multiple meanings	68	65
Differentiate between relevant and irrelevant information	69	66
Identify main idea of a passage	70	66
Make judgments	71	76
Identify events in sequence	72	69
Complete outline by selecting topic/detail	73	77

PASSAGE M

Beyond the shores of every continent lies a promised land of riches submerged beneath the ocean. As the world's growing population and its dwindling resources create increasing need for space, food, and energy, the continental shelves of the world look ever more inviting. The shelves are platforms of submerged land rimming the world's land masses. The platforms were built by eroded soil from the land and by the remains of countless sea creatures and plants. In size, they equal an area about one-fifth of the earth's dry land area. This is equal in size to the area covered by Europe and South America combined.

The shelves hold the considerable amount of pollution that has poured out from inhabited dry lands. Amid the refuse that humans have strewn across the continental shelves are stores of yet undetonated explosives deliberately or accidentally dumped in the waters. The shelves also hold the yet-unclaimed treasures of thousands of ships that have sunk while crossing them.

Most significantly, the continental shelves of the world hold 90 percent of its fish resources and are believed to hold vast stores of natural gas and oil. As the increasing population on earth demands more food and more energy, it is understandable that humans will "go down to the sea." One of the most pressing questions for the immediate future is how to drill into the shelf to find the energy sources so essential without polluting and destroying the shelf's answer to the first and primary need of humans: food. How comfortably we survive – perhaps whether we survive – may depend on finding an answer.

SKILLS	ITEM NO.	PAGE NO.
Identify main idea of a passage	74	66
Identify details that support main idea	75	67
Infer the main idea	76	70
Identify appropriate encyclopedia heading to find more information	77	80

PASSAGE N

It is one of the strangest gatherings in the world. Every fall, a hundred million of them follow some seemingly magical instinct that draws them from all over the central and eastern United States to a relatively small mountainous region in Mexico. The Mexican people there have known for generations that their mountains are the winter resort for the monarch butterflies. Scientists, however, have only recently discovered the roosting spots deep within the mountains.

In their winter haven, the orange and black butterflies literally blanket the fir trees. They perch as thick as four million per acre. As the sun warms the morning air, they open their wings, making the pointed trees look like pagodas extravagantly decorated for some holiday. Once warmed, the monarchs take to flight like millions of tiny orange flames burning in the sun's light. By evening, they again cover the trees completely, folding their wings so that the orange color is hidden. Then the trees look like shaggy, ashen ghosts that might shatter into powder in a strong breeze.

Actually, it is the butterflies that are vulnerable. Not only can the winter weather harm them, but unnatural noises actually make them ill and unable to fly. Tourists, who hike for miles from their cars, trample them and scoop up handfuls of them, thus crushing them. Some areas are more restricted by residents with a deep concern for the butterflies' welfare. So concerned have some scientists been with the welfare of the monarchs that they have tried to keep the location of the wintering sites a secret – even from other scientists.

Local logging in the area has been curtailed, but even the limited activity threatens the beautiful, helpless insects. As the number of trees decreases, the mountain slopes are less protected from weather and the temperature drops very slightly. Scientists estimate that each drop of 0.1 degree causes the death of thousands of monarchs.

To those who see the millions of monarchs, it may seem that there are so many that it cannot matter if some must perish. But scientists recognize that when such a significant percentage of one species gathers in one relatively small area, the possibility of losing the species in some catastrophe – such as a forest fire or severe storm – is a distinct possibility.

SKILLS	ITEM NO.	PAGE NO.
Infer the main idea	78	70
Interpret figurative language (idioms, similes, metaphors)	79	73
Infer cause and effect relationship	80	74
Infer comparisons (similarities)	81	75
Infer contrasts (differences)	82	75
Identify appropriate encyclopedia heading to find more information	83	80

PASSAGE O

If more opera audiences are laughing these days, it's because they're finally able to understand the humor in the lines being sung on stage. In the past, many English-speaking operagoers missed much of the stories because most operas are sung in other languages.

Opera lines, or librettos, do not translate very well. Even when they do, it is not always easy to understand what the performers are singing. Operagoers in America who take the trouble to study an opera until they know the story can follow a plot in Italian, French, German, or Russian even if they don't know the language. People who don't know the story can, of course, enjoy the music; but they miss the full effect of the drama set to music.

Thanks in part to television, all that is changing. Many operas have been shown on TV, with the words being sung running across the bottom of the screen in English. This has enabled many persons to become familiar with operas. As a result, over the past ten years, the number of people going to the theater to see live opera has doubled.

Not long ago, a Canadian thought that since subtitles work so well on television, they could be used in the theater by projecting slides of the lines onto a screen mounted over the stage. A kind of "word conductor," who knows the opera well, tells a projectionist when to flash each line on the screen. This relatively simple process cannot be done automatically because the audience may delay lines by interrupting the performance with applause. Many things can go wrong. Slides have been mistakenly put in the projector upside down. The wrong lines are occasionally shown, or they are shown a bit too soon or too late. The audience reaction to such mistakes is usually laughter.

Generally, however, the reaction of both the audience and the singers has been very positive. Subtitles are now being projected during the performances of operas in many places around the world. Most operagoers, particularly those just learning to enjoy opera, are really pleased to be able to understand the lines, and the singers sense that the performance is enjoyed more.

SKILLS	ITEM NO.	PAGE NO.
Identify cause and effect relationship	84	68
Predict the outcome	85	71
Infer a writer's purpose/viewpoint	86	72
Distinguish between fact and opinion	87	73
Synthesize information	88	76

PASSAGE P

A civilization many consider equal to that of ancient Egypt or Greece once inhabited parts of Mexico and Central America. This Mayan culture, now nearly extinct, was a complex mixture of advanced ideas and barbaric practices.

Religion was the focus of Mayan society. Pyramids and temples, even more colossal than those in ancient Egypt, were covered with symbols of rain, corn, and animals. Skillfully executed wall paintings and relief sculpture illustrate two important symbols of the Mayan religion—the serpent and the rain. The paintings depict the practice of making human offerings to the rain and corn gods.

The sun was another important symbol of Mayan life. Mayan priests achieved a high level of advancement in astronomy. Their large stone calendars were more accurate than the calendars we use today. The priests were able to predict accurately eclipses and the orbit of Venus. A solar observatory built by the Mayans still stands today.

About 1,100 years ago, the Mayan culture suddenly died out. Scientists are still unsure whether to blame the demise on war, famine, disease, or some other cause. Soon, thick jungle had buried the temples and pyramids, disguising them as grassy hills. Present-day descendants of the Mayans, with faces that appear to have stepped out of the ancient wall paintings, live in the overgrown jungles. Because of their familiarity with the area, they are able to lead explorers to the ancient ruins. Perhaps these ruins will one day reveal the secret of why the Mayan culture suddenly ceased to exist.

SKILLS	ITEM NO.	PAGE NO.
Identify comparisons (similarities)	89	67
Identify appropriate encyclopedia heading to find more information	90	80

I. LITERAL COMPREHENSION/ VOCABULARY

A. Identify word meaning from multiple meanings

(Passage F)

32. In this article, the word conducted means -

A. directed.
B. carried.
C. led.
(D.) held.

(Passage J)

56. In this article, the word seals means -

A. sea animals.
(B.) covers thoroughly.
C. impressions that show ownership.
D. settles.

(Passage L)

68. In this article, the word stir means -

(A.) commotion.
B. mix.
C. spin around.
D. argument.

B. Identify synonyms

(Passage B)

5. In this article, a synonym for sites is -

(A.) locations.
B. drawings.
C. deserts.
D. miles.

(Passage C)

12. In this article, another word for centennial would be -

A. historical.
B. reconstruction.
(C.) 100-year anniversary.
D. soldier on guard duty.

(Passage H)

44. In this article, a synonym for navigated is -

A. floundered.
(B.) sailed.
C. found.
D. been built in.

C. Differentiate between relevant and irrelevant information

(Passage F)

34. Which of these statements is least relevant to the main idea of this passage?

(A.) The spectators slept in tents or in the open and had to bring their own food.

B. The first Olympics were held over 2,800 years ago in an open area in Olympia, Greece.

C. For over 1,000 years, the Olympics were held at the Olympia site every four years.

D. The games were conducted regularly until 261 A.D., when an invasion interrupted them.

(Passage K)

66. Which of the following is most related to the spread in popularity of breakdancing?

A. It has its roots in Afro-American dance.

B. It is a strenuous sport.

C. It is a dangerous activity.

(D.) It was featured in a popular movie.

(Passage L)

69. Which of the following statements about Robert Henri is not relevant to his career?

(A.) He once lived in Denver, Colorado.

B. He was greatly influenced by Manet.

C. He was known as a good teacher.

D. He and his friends organized daring exhibitions.

D. Identify main idea of a passage

(Passage F)

33. Which of the following would make the best title for this article?

A. "Olympic Competition"

(B.) "A History of the Olympic Games"

C. "The Glory that Was Greece"

D. "Coroebus, Olympic Hero"

(Passage L)

70. Which statement best expresses the main idea of this passage?

A. Henri painted pictures of the southwestern U.S.

B. Henri was influenced by Manet.

C. Henri was accepted by the National Academy of Design.

(D.) Henri helped Americans learn to appreciate modern art.

(Passage M)

74. The main reason the continental shelves are important is that -

A. we need safer shipping routes.

B. they prevent erosion.

(C.) we need more food and energy.

D. they hold buried treasure.

E. Identify details that support the main idea

(Passage D)

18. One reason the old London cabs are not considered practical today is that they -

(A.) use too much gas.
B. are all painted black.
C. look too expensive.
D. don't provide enough room.

(Passage F)

35. Which of the following statements best supports the main idea of this article?

A. Pancratium is a combination of two sports.
B. Excavation at the site of the original Olympics began in 1875.
(C.) For over 1,000 years, the Olympics were held at Olympia every four years.
D. The Olympics were interrupted by World War II.

(Passage M)

75. Which of the following details suggests that humans have not always valued the continental shelves?

A. The shelves contain much oil and natural gas.
B. Many ships have sunk on the shelves.
C. Much fishing has been done along the shelves.
(D.) The shelves have become quite polluted.

F. Identify comparisons (similarities)

(Passage D)

20. One reason for the changes discussed in both of these articles was to -

A. save money.
B. improve traffic flow.
(C.) improve safety.
D. increase comfort.

(Passage G)

39. The newspaper reporter thought Andrews' airship looked like -

(A.) three cigars.
B. a giant silk sheet.
C. an actual ship.
D. a box car.

(Passage P)

89. According to the article, the Mayan civilization was similar to that of ancient Egypt in -

A. making human sacrifices.
B. cultural extinction.
(C.) architectural achievement.
D. worship of the serpent and the rain.

G. Identify contrasts (differences)

(Passage F)

36. The article states that as the Olympics grew older -

(A.) more events were added.
B. chariot racing became the most popular event.
C. the competition became less intense.
D. the games returned to Greece.

(Passage J)

57. A difference between worker termites and their queen is that -

A. only workers are protected by the soldiers.
B. only the queen attacks the wood.
(C.) their life spans are not the same.
D. they do not nest in the same area.

(Passage J)

58. A difference between a termite and a tornado in terms of damage, is that a -

(A.) termite does its damage slowly.
B. tornado damages only the outside of the house.
C. tornado has a longer life.
D. termite causes extensive damage.

H. Identify cause and effect relationship

(Passage B)

7. Jay von Werlhof believes that when the Indians made the drawings, they were -

(A.) praying to supernatural powers.
B. preparing to attack an enemy.
C. preparing the ground for planting.
D. sending messages to astronauts.

(Passage F)

37. The Olympics were interrupted in 261 A.D. because -

A. a Roman Emperor stopped them.
(B.) there was an invasion.
C. earthquakes covered the Olympic site.
D. a larger stadium had to be built.

(Passage O)

84. The main effect of using subtitles at an opera house is that -

(A.) more people in the audience can follow the story.
B. singers can now read their lines.
C. the singers don't have to sing so loudly.
D. it is not necessary to translate opera librettos.

I. Identify events in sequence

(Passage E)

22. Just before the straw wall forms, the -

A. blowholes make strange noises.
B. ghostly calls are heard.
(C.) dead buckbush catches on the saltbush.
D. Great Victorian Desert blooms.

(Passage I)

52. Which of these time zones did Margaret come to first on her trip?

A. Baltimore
(B.) New York City
C. Philadelphia
D. Washington, D.C.

(Passage L)

72. When Henri first came to New Jersey, he had -

A. just returned from studying in Paris.
B. already sold numerous paintings.
C. just opened an exhibition with his friends.
(D.) not yet started a painting career.

J. Identify meaning of unfamiliar words from context

(Passage A)

1. In this passage, the word mused means -

A. entertained.
(B.) thought deeply.
C. cried quietly.
D. planned ahead.

(Passage C)

11. The word refurbished means -

A. redecorated.
B. repainted.
(C.) restored.
D. reopened.

(Passage H)

45. The word shoals means -

A. violent storms.
B. deep, dark holes.
(C.) shallow areas of water.
D. cement piers along a coast.

K. Identify appropriate word meaning by affixes

(Passage A)

2. In this story, the word discomfort means -

   (A.) distress.
   B. satisfaction.
   C. lack of sleep.
   D. disinterest.

(Passage B)

6. The word supernatural means -

   A. made in nature.
   (B.) beyond the natural.
   C. of above-average quality.
   D. closely related to the natural.

(Passage J)

55. In the first paragraph, structural pertains to a -

   (A.) building.
   B. lesson.
   C. human body.
   D. tunnel.

II. INFERENTIAL COMPREHENSION/ VOCABULARY

A. Infer a main idea

(Passage I)

51. Margaret's main problem was that -

   A. her watch wasn't running correctly.
   B. Mr. Habershall would not help her with her watch.
   C. the train was not running on time.
   (D.) the U.S. had so many time zones.

(Passage M)

76. A good title for this article would be -

   A. "Vast Stores of Food and Energy Off Shore"
   (B.) "The Continental Shelf and Its Importance"
   C. "How Humans Have Polluted Their Oceans"
   D. "The Origin of the Continental Shelves"

(Passage N)

78. Why should the Mexican mountain area discussed in this article be protected?

   A. It is a very important region for logging.
   B. It is so popular with tourists.
   (C.) Most of the monarch butterflies are there at one time.
   D. Unusual fir trees grow there.

B. Predict the outcome

(Passage E)

23. If the wind were to stop blowing on the Nullarbor Plain, it is likely that the -

A. buckbush would break from its roots.
(B.) eerie noises would stop.
C. caverns would fill up with sand.
D. saltbush would die.

(Passage I)

53. After the time zones were reduced to four, Margaret probably was -

A. sorry about the change.
B. sure that Mr. Habershall had failed.
(C.) more inclined to travel.
D. interested in getting a new watch.

(Passage O)

85. If the author is correct about projecting opera lines above the stage, we could expect to see -

A. more audiences speaking foreign languages.
(B.) subtitles shown in more opera houses.
C. new operas made into films.
D. televised operas without subtitles.

C. Draw a conclusion

(Passage D)

17. According to this passage, which of the following statements characterizes San Francisco?

A. It cannot afford to keep the trolleys repaired.
B. The one thing it won't tolerate is crowded streets.
(C.) It holds tradition in high regard.
D. It does not have any taxicabs.

(Passage E)

21. It can be concluded that the word Nullarbor means -

A. many trees.
B. few trees.
C. little trees.
(D.) no trees.

(Passage G)

41. You could conclude that Andrews wanted most to be remembered as the man who -

A. wrote to Abraham Lincoln.
(B.) built the first airship.
C. helped win the Civil War.
D. started the first industrial park.

D. Infer a character's motives

(Passage A)

3. Sam was probably friendly to Lorna because he -

   A. thought she was pretty.
   B. knew her locker combination.
   C. wanted to date her.
   (D.) remembered what it was like to be a stranger.

(Passage G)

42. Why did the newspaper reporter criticize Lincoln and his cabinet?

   A. He thought Lincoln should have appointed Andrews to a government position.
   B. He thought the airship should not be used in the war.
   C. He thought the South was going to use the airship first.
   (D.) He thought the airship would be helpful in the Civil War.

(Passage H)

46. Why did Captain Dorsett probably build his cabinet?

   A. so he could take it to sea with him
   B. Robert Jahn wanted to write about it
   C. some of the people he saved asked him to do it
   (D.) as a reminder of his experiences

E. Infer a writer's purpose/viewpoint

(Passage E)

24. The author wrote this article to -

   (A.) describe an unusual geographic area.
   B. persuade people to visit Australia.
   C. warn of the dangers of the Nullarbor Plain.
   D. compare the Nullarbor Plain with the U.S. Great Plains.

(Passage I)

54. The writer's purpose in telling this story was to -

   A. describe what train travel was like long ago.
   (B.) explain what it was like with so many time zones.
   C. argue against having only four time zones.
   D. give the history of time zones.

(Passage O)

86. The author wrote this article to -

   A. encourage television to show more operas.
   B. encourage the writing of new operas in English.
   C. tell about the history of opera in the U.S.
   (D.) tell about a new development in opera.

F. Distinguish between fact and opinion

(Passage C)

13. Which of the following statements is an opinion expressed by the writer?

A. The Statue of Liberty is being refurbished.
B. For two years, scaffolding will hide the statue's robes.
C. Funds for the repairs were donated privately.
(D.) The people of France share our love and respect for independence.

(Passage E)

25. Which of these statements is an opinion?

A. The wind blows millions of the little balloons along the ground.
(B.) No special effect of the film industry can equal the sounds forced out of the earth by the wind and water.
C. The only vegetation in this 30,000-square-mile area is saltbush.
D. Underneath the Nullarbor Plain are caverns, small caves, and rivers.

(Passage O)

87. Which of the following statements based on the article is an opinion?

A. Television is showing operas with subtitles.
B. Projectionists sometimes show lines upside down.
(C.) Opera librettos do not translate well.
D. More people attend operas than did so 10 years ago.

G. Interpret figurative language (idioms, similes, metaphors)

(Passage C)

15. What does the term "undergoing a facelift" mean in this article?

(A.) Being reconstructed
B. Having surgery
C. Being replaced
D. Looking younger

(Passage H)

47. The phrase "become a nightmare vision" means that being at sea in a northeast storm -

(A.) is like a terrible dream.
B. will put you to sleep.
C. is not as bad as it seems.
D. can make it difficult to see.

(Passage N)

79. The "tiny orange flames" mentioned in the second paragraph are -

(A.) the monarchs.
B. the sun's rays.
C. lights from the pagodas.
D. small fires in the forest.

H. Infer sequence, time order

(Passage C)

14. Which of the following events occurred <u>second</u>?

A. The signing of the Declaration of Independence
B. The Centennial Celebration for the Statue of Liberty
C. The statue began to decay
(D.) The presentation of the Statue of Liberty to the U.S.

(Passage F)

38. The Olympics drew competitors from far away long before -

A. Coroebus won his race.
B. there were any footraces.
(C.) the first stadiums were built.
D. there were any spectators.

(Passage K)

67. Which of these events occurred last?

A. Afro-American dancing evolved.
B. *Flashdance* was released.
C. Breakdancing appeared in suburban areas.
(D.) Breakdance injuries became commonplace.

I. Infer cause and effect relationship

(Passage G)

40. Andrews died a sad man because -

A. he realized that his ships could not fly.
(B.) his flying ship was never used by others.
C. he was criticized in the newspapers.
D. none of his inventions received patents.

(Passage H)

48. Robert Jahn seems to blame all the shipwrecks on -

A. careless sailing.
B. inexperienced captains.
C. sailing at night.
(D.) bad weather.

(Passage N)

80. The fir trees help to keep the temperature warm because they -

(A.) break the winter winds.
B. sometimes catch on fire.
C. provide shade for the monarchs.
D. draw log cutters to the region.

J. Infer comparisons (similarities)

(Passage B)

8. One thing the drawings have in common is that they -

   A. were all etched about the same time.
   (B.) all seem to have been made by Indians.
   C. are all located in California.
   D. are all pictures of animals.

(Passage H)

49. The beachcombers looked on the wreckage as a -

   (A.) kind of treasure.
   B. sign of danger.
   C. piece of history.
   D. cry for help.

(Passage N)

81. One way the scientists, the tourists, and the residents are alike is that they all -

   A. like to catch monarchs.
   B. have just discovered the roosting spots.
   C. have known about the monarchs for generations.
   (D.) like to see the monarchs.

K. Infer contrasts (differences)

(Passage B)

9. One of the differences among the drawings is that -

   A. each represents a different animal.
   B. some can be seen only from the air.
   C. some were discovered hundreds of years ago.
   (D.) their age varies greatly.

(Passage C)

16. Compared with the statue before it was closed, the renovated statue will be -

   A. larger.
   B. more popular.
   (C.) safer.
   D. less visible.

(Passage N)

82. As the monarchs spread their wings to the sun, the fir trees -

   A. cause the temperature to drop slightly.
   B. are less protected from the wind.
   (C.) turn from an ashen color to orange.
   D. begin to look like ghosts.

L. Synthesize information

(Passage D)

19. After reading both news stories, which of the following can you conclude?

A. London is more traditional than San Francisco when it comes to public transportation.

(B.) Tradition is appealing, but it doesn't always win over practical concerns.

C. Newer transportation methods are preferred by residents, but not by tourists.

D. London's old black cabs are more worth saving than San Francisco's trolleys.

(Passage G)

43. From this passage, you could conclude that -

A. persistence guarantees recognition.

B. linen and silk are useful for many purposes.

(C.) sometimes creativity must be its own reward.

D. flying has always fascinated people.

(Passage O)

88. A conclusion you could draw from this passage is that -

(A.) understanding increases appreciation.

B. it is important for people to learn foreign language.

C. most operas are humorous.

D. television has had a negative effect on the arts.

M. Make judgments

(Passage A)

4. After her new experiences, how did Lorna probably feel about having snubbed newcomers at her old school?

(A.) sorry

B. angry

C. impatient

D. frightened

(Passage H)

50. In Captain Dorsett's time, sailing along the New Jersey coast must have been -

A. impossible.

B. time-consuming.

(C.) a dangerous trip.

D. safer than today.

(Passage L)

71. From this article, you can tell that "Impressionism" was -

(A.) a style of painting considered new at that time.

B. the name of a traditional school of painting.

C. the name of the first painting that Henri sold.

D. a word Henri and his friends used to describe the critics.

III. STUDY SKILLS

A. Complete outline by selecting topic/detail

(Passage B)

10. An outline of the major topics of this article would be:

I. The Mysterious Drawings
II. Descriptions of the Drawings
III. _____

In the outline above, Topic III would read -

A. The Age of the Drawings
B. The Drawings of Astronauts?
C. Spiritual Life of the Indians
(D.) The Meaning of the Drawings

(Passage J)

59. An outline of the major points of this article would be:

I. Termite Danger
II. How Termites Operate
III. _____
IV. Dangers of the Treatment

In this outline, Topic III would be:

A. The Retreat of Termites
B. Worse Than Natural Disasters
C. Termites or Health Risk?
(D.) How to Stop Termites

(Passage L)

73. In an outline of this article, Henri's experience in Paris would go under which of these headings?

I. A New Name and Home
II. Learning to be a Painter
III. Henri, the Successful Modern Painter
IV. Henri, the Influential Teacher

A. I
(B.) II
C. III
D. IV

B. Use catalog cards to locate information

Use this card from a card catalog to answer questions 91-93.

CAMPING

796.52
H

Hastings, Peter Z.
The camper's companion, by Peter Hastings.
photos by Margaret Roth
New York, Wildlife Press 1975
286 p illus 22 cm
Bibliography: p 277-279

1. Wilderness Survival 2. Camping
3. Mountaineering

91. What is the title of this book?

A. Photos by Margaret Roth
B. Wilderness Survival
C. Camping
(D) The Camper's Companion

92. This card has been filed in the card catalog by -

A. title.
B. publisher.
(C) subject.
D. author.

93. Which of the following is **not** included in this book?

A. bibliography
B. illustrations
(C) maps
D. photos

C. Use Readers' Guide to Periodical Literature

Use this section of the Readers' Guide to Periodical Literature to answer questions 63 to 65.

Photography – *Continued*

Criticism, Interpretation, etc.

The eye of the beholder [collaboration between J. Berger and J. Mohr in Another way of telling] D. Davis. il Newsweek 100:76-7 S 6 '82

A great picture is only as good as the mind and eye that made it. H. Chapanick. il Pop Photogr 89:52+ S '82

Time pieces. W. Morris. il N Y Times Mag p 106-9 N 7 '82

Triviality. D. Vestal. por Pop Photogr 89:52+ Ja '82

Two books in retrospect: theory vs. practice [views of S. Sontag and R. Steiner] D. Vestal. il Pop Photogr 89:58+ N '82

Darkrooms

See Photography—Studios and darkrooms

Developing and developers

See also
Photography—Negatives

Can you develop and print Kodak disc film in your home darkroom? B. Schwalberg and W. Johnson. il Pop Photogr 89:50 Ap '82

First look: Kodak Technidol LC developer. B. Schwalberg and D. Delagi. il Pop Photogr 89:86+ O '82

Hilburn retrospective. P. R. Farber. Petersens Photogr Mag 10:10 Ja '82

Perfection XR-1 developer. M. Covington. Astronomy 10:46 Je '82

Simple Simon sensitometry. J. J. Scott. il Petersens Photogr Mag 11:40-2+ N '82

Dryers and drying

How to build your own drying screens. P. G. Bouffard. il Petersens Photogr Mag 10:93-4 F '82

Electronic equipment

See also
Camera shutters—Control
Photography—Flash equipment

Photo-electronics. E. Farber. See issues of Popular Photography through July 1982

Trends in electronic photography. D. Leavitt. il Pop Photogr 89:18+ O '82

63. The main topic of this section of the Readers' Guide is -

(A.) Photography.
B. Photographic Criticism.
C. The Eye of the Beholder.
D. Photographic Darkroom.

64. On what page of Newsweek does the article by D. Davis begin?

A. Page 6
(B.) Page 76
C. Page 82
D. Page 100

65. The article "Trends in Electronic Photography" appears in which issue of Popular Photography?

A. July '82
B. June '82
(C.) October '82
D. September '82

D. Identify appropriate encyclopedia heading to find more information

(Passage M)

77. If you wanted to learn more about the potential oil and gas supplies in the continental shelves, under which of these encyclopedia headings should you look?

(A) "Energy Supplies"
B. "Pollution"
C. "Continents"
D. "Water"

(Passage N)

83. If you wanted more information about monarch butterflies but were unable to find an entry for this topic in your encyclopedia, the best place to look would be under -

A. "Mexico"
(B.) "Insects"
C. "Pagoda"
D. "Fir Trees"

(Passage P)

90. If you wanted to learn more about the characteristics of the regions inhabited by the Mayans, under which of these encyclopedia headings would you look?

A. "Ancient Religions"
(B.) "Mexico"
C. "Spanish Explorers"
D. "Egypt"

E. Select words from specific dictionary page

decline - decorum

60. The boxed words above are the guide words on a page in the dictionary. Which one of the following words would be found on that page?

A. declare
B. decoy
C. deduce
(D.) decompose

61. Which pair of guide words might be found on the same page of the dictionary as the word drafty?

A. drain - draw
B. dowry - dozen
C. double - drabble
(D.) dozen - dragon

62. Which pair of guide words might be found on the same page of the dictionary as the word balance?

A. bale - ball
B. bad - bail
(C.) bake - bald
D. bag - bait

F. Locate information in an index

Directions:
Parts of an index from a book about rocks and minerals are shown below. Use it to answer questions 94-96.

Collecting Minerals, 18-21

Color, of gems, 52-56; of minerals, 63-69; of rocks, 71-77; chart of, 40-41

Metallic minerals, kinds of, 41-46; uses in U.S., 48-49; vending of, 40, 42, 46, 47, 48

Mica, 5, 15, 19, 21, 69, 70-72; types of, 30-33; uses in U.S., 71-73

Minerals, 3-70; classification of, 11-14; collecting of, 15-18; chart of, 20, 31, 39; composition of, 7-10, 12; definition of, 4; gems, 53-57; metallic, 40-48; non-metallic, 49-52; properties of, 16-19; uses of, 3-14.

Mud, see also Clay

94. Which pages list the colors of various rocks?

A. Pages 39-40
B. Pages 52-56
C. Pages 63-69
(D.) Pages 71-77

95. On which pages would you look if you wanted to find out how metallic minerals are used in the United States?

A. Pages 3-14
B. Pages 41-46
(C.) Pages 48-49
D. Pages 71-73

96. On which pages are there charts of minerals?

A. Pages 3-70
B. Pages 40-41
C. Pages 3-14
(D.) Pages 20, 31, and 39

G. Interpret data presented in visual form

The Beaufort wind scale indicates the strength of winds by a series of numbers. Use the scale below to answer questions 29-31.

BEAUFORT WIND SCALE

Beaufort Number	Wind Name	Speed (mph)	Observed Effect
0	Calm	0-1	Smoke rises straight
1	Light Air	2-3	Smoke drifts slightly
2	Light Breeze	4-7	Leaves rustle
3	Gentle Breeze	8-12	Light flags fill out
4	Moderate Breeze	13-18	Small tree branches sway
5	Fresh Breeze	19-24	Small trees sway in the wind
6	Strong Breeze	25-31	Large tree branches sway
7	Near Gale	32-38	Entire large trees sway
8	Gale	39-46	Twigs break off trees
9	Strong Gale	47-54	Some damage to buildings
10	Storm	55-63	Entire trees blown over and uprooted
11	Violent Storm	64-72	Severe damage to crops, trees, and property
12	Hurricane	73-82	Widespread violent destruction

29. If twigs break off trees, the Beaufort wind number is -

A. 2.
B. 4.
(C.) 8.
D. 10.

30. If the wind is a Strong Breeze, it is blowing -

A. 19-24 mph.
(B.) 25-31 mph.
C. 32-38 mph.
D. 47-54 mph.

31. Which of the following wind speeds would be named a Near Gale?

A. 30 mph
(B.) 37 mph
C. 40 mph
D. 47 mph

H. Locate information from table of contents

For questions 26 to 31 you must read each question, then select the best answer for the question. Mark your answers on your answer folder.

A table of contents from a book about the movies is shown below. Use it to answer questions 26-28.

CONTENTS

Chapter		Page
I	A History of Film Making	1
II	Comic Movies -- The Classics	36
III	The Modern Studio System	43
IV	Disaster Films and Special Effects	50
V	Those Chilly Horror Movies -- The Ones You Love to Hate	67
VI	What are 3-D Movies and Where are They Today?	73
VII	The Stars of Yesterday and Today	80
VIII	Behind the Scenes	91

26. Which chapter probably discusses some of the funniest movies ever made?

A. Chapter I
(B.) Chapter II
C. Chapter IV
D. Chapter VII

27. On which pages might you be able to read about your favorite actress?

A. Pages 1-35
B. Pages 36-42
C. Pages 67-72
(D.) Pages 80-90

28. On which pages might you find information about the old silent films?

(A.) Pages 1-35
B. Pages 43-49
C. Pages 67-72
D. Pages 91-115

CROSS-REFERENCE OF HSPT SKILLS AND TEST ITEMS

CLUSTER AND SKILLS		1983-84 HSPT	1984-85 HSPT
		PAGE NUMBERS	
I.	**LITERAL COMPREHENSION/VOCABULARY**		
a)	Identify word meaning from multiple meanings	28	65
b)	Identify synonyms	28	65
c)	Differentiate between relevant and irrelevant information	29	66
d)	Identify main idea of a passage	29	66
e)	Identify details that support a main idea	30	67
f)	Identify comparisons (similarities)	not tested	67
g)	Identify contrasts (differences)	not tested	68
h)	Identify cause and effect relationship	30	68
i)	Identify events in sequence	31	69
j)	Identify meaning of unfamiliar words in context	31	69
k)	Identify appropriate word meaning by affixes	32	70
II.	**INFERENTIAL COMPREHENSION/VOCABULARY**		
a)	Infer the main idea	32	70
b)	Predict the outcome	33	71
c)	Draw a conclusion	33	71
d)	Infer a character's motive	34	72
e)	Infer a writer's purpose/viewpoint	34	72
f)	Distinguish between fact and opinion	35	73
g)	Interpret figurative language (idioms, similes, metaphors)	35	73
h)	Infer sequence, time order	36	74
i)	Infer cause and effect relationship	36	74
j)	Infer comparisons (similarities)	37	75
k)	Infer contracts (differences)	37	75
l)	Synthesize information	not tested	76
m)	Make judgments	38	76
III.	**STUDY SKILLS**		
a)	Complete outline by selecting topic/detail	not tested	77
b)	Use catalog cards to locate information	39	78
c)	Use Readers' Guide to Periodical Literature	not tested	79
d)	Identify appropriate encyclopedia heading to find more information	40	80
e)	Select words from specific dictionary page	42	81
f)	Locate information in an index	43	82
g)	Interpret data presented in visual form	44	83
h)	Locate information from table of contents	45	84
i)	Summarize data from multiple sources	41	not tested

HIGH SCHOOL PROFICIENCY TEST SUBJECT BOOKLET
READING

Feedback Form

Please respond to the questions below after you have had the chance to examine or use this booklet. Where written responses are requested, answer as specifically as possible. Thank you for your cooperation.

I. For each of the following sections of the booklet listed below, indicate how new the information provided was to you:

		Not New At All	Somewhat New	Very New	All New
1.	Reading Committee Report	1	2	3	4
2.	HSPT Reading Skills Array	1	2	3	4
3.	Conditions Used To Construct Test Items	1	2	3	4
4.	Previous Years' HSPT Items	1	2	3	4

II. For each of the following sections of the booklet listed below, indicate how useful the information provided was to you:

		Not Useful At All	Somewhat Useful	Very New	All New
1.	Reading Committee Report	1	2	3	4
2.	HSPT Reading Skills Array	1	2	3	4
3.	Conditions Used To Construct Test Items	1	2	3	4
4.	Previous Years' HSPT Items	1	2	3	4

III. How did you receive this booklet? Did you also receive training in its use? How does the content of this booklet relate to the content of the training?

IV. Describe (be specific, please) any changes you have made based on information contained in this booklet. Are any other changes anticipated?

V. What additional information or training would you like to receive?

VI. Additional remarks?

Your Position _____

Current Grade Level(s) _____

Years teaching _____

(optional)

Name _____

District _____

Please return this Feedback Form to:

New Jersey State Department of Education
Division of General Academic Education
Bureau of Academic and Cognitive Skills
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Trenton, New Jersey 08625

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